

DOCUMENT RESUME

ED 043 593

SP 004 273

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 TITLE Trainers of Teachers of Teachers.
 INSTITUTION Lansing School District, Mich.; Michigan State Univ., East Lansing.
 SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
 PUB DATE 70
 GRANT OEG-0-9-324146-2165-721
 NOTE 86p.

EDRS PRICE EDRS Price MF-\$0.50 HC-\$4.40
 DESCRIPTORS *College School Cooperation, Community Involvement, Field Experience Programs, Graduate Students, Professors, *Teacher Educator Education, Teacher Seminars, *Team Training
 IDENTIFIERS *Trainers of Teachers of Teachers, TTT

ABSTRACT

Trainers of Teachers of Teachers (TTT) is primarily concerned with the preservice and inservice development of the trainers of teacher trainers and their students through a new pattern of graduate intern experience in a "school clinic" where representatives of the university, the schools, and the community meet in an urban secondary school complex to learn by means of a systematic analysis of the school environment. An outline of pilot-year activities was developed by the Michigan State University/Lansing School District summer planning committee in an 8-week workshop. A 10-day fall orientation program was conducted for the 34 participants (staff and interns) in the full-time academic year program. The clinic operated by means of three teams (humanities, natural sciences, and social sciences), each including MSU professional fellows, MSU student fellows, a Lansing school teacher, Lansing consultant, and a community representative, associated on a parity basis. Although the seminar focused on developing specific competencies by graduate interns (from understanding urban education problems to developing teacher educator skills), other participants also learned as they cooperated in a variety of activities in the Eastern High and Fattengill Junior High School, e.g., planning and teaching a seventh grade life science course. (Included are lists of major strengths, weaknesses, and recommendations for improvement and a table summary of goals, activities, and results.) (JS)

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TRAINERS OF TEACHERS OF TEACHERS

September 1, 1969

to

June 30, 1970

William B. Hawley
TTT Co-Director
Michigan State University

Joseph T. Vellanti
TTT Co-Director
Lansing School District

Host Institution: Michigan State University
East Lansing, Michigan

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PREFACE

Selected Remarks Made by TTT Participants 1969-70

"The question is, 'What should the high school really be doing?' That is the question. There should be more workshops so that the kids would be better prepared to go out and get a job."

--Martha Scott, Community Representative on TTT Advisory Board--

"It is my hope to help effect change in the physical education teacher training program as related to the problems identified and 'solved' as a cooperative project effort."

--Dr. Sam Reuschlein, Associate Professor of Health,
Physical Education and Recreation, M.S.U. and TTT Professorial Fellow--

"In addition to the specific goals of the TTT program, I have established individual goals for myself. One major experimental goal would be the development and comparative testing of an inexpensive, audiovisual tutorial system aimed at the student who is handicapped by a limited reading ability."

--David I. Johnson, TTT Graduate Intern--

"TTT has allowed me to gain a multifaceted perspective about education that would have been difficult to obtain through the traditional institutions which deal with teacher education."

--Dr. Richard F. Newton, TTT Graduate Intern--

"I joined TTT in an attempt to learn what sorts of problems junior high school and high school English teachers face, and to determine whether changes in the English curriculum at Michigan State might be made in order to better prepare new teachers to cope with them."

--Dr. Joseph J. Waldmeir, Professor of English and TTT
Professorial Fellow--

"TTT is a major attempt to discover and bring the reality of the public schools to bear on graduate programs and teacher education at M.S.U."

--Dr. J. Bruce Burke, Director, Humanities Teaching Institute--

"From a personal growth standpoint the year has been a very maturing and eye-opening experience, I can honestly say that this has been the best year, in all aspects, during my seven years in education."

--Mike Asumaa, Eastern High School Social Studies Teacher--

I. INTRODUCTION: PRINCIPLES AND GOALS OF TTT

TTT is primarily concerned with the pre-service and in-service development of the trainers of teacher trainers and their students. The project proceeds on the premise that teacher training is not the sole responsibility of the school of education; rather, that it shares responsibilities with the academic colleges and other agencies. In fact, training relevant to contemporary society requires the resources of the total university along with contributions from school systems and state educational agencies. The Michigan State University/Lansing School District TTT Project attempts to coordinate the resources of such educational agencies through the vehicle of the "school clinic."

"School clinic" may be defined as a place where representatives of the University, the school, and the community can be brought together in the setting of an urban secondary school complex, to learn by means of a systematic analysis of the school environment. There these representatives work on specific problems of the schools (determined in process and cooperatively) to solve some of them while developing a procedure for the training of teacher trainers and of those who teach them. The "school clinic," then, is the locus of a cooperative, problem-oriented effort. As expected there were significant contributions to the University teacher education program from local school personnel and community representatives.

The clinic operated by means of teams involving public school personnel, community representatives and university personnel. The project established three such teams for the pilot year: the Humanities Clinic Team, the Natural Science Clinic Team, and the Social Science Clinic Team. Each team includes MSU professorial fellows, MSU student fellows, a Lansing teacher, a Lansing consultant and a community representative, associated on a parity basis. The association in parity of community representatives with professional educators from different parts of the teacher education enterprise created both a combination of resources and a new climate of cooperation among the school, the university, and the community.

The clinic teams provide the vehicle, then, for combining resources and acting in cooperation to achieve:

General Goals

1. Creating a new pattern of intern experience as an integral part of the graduate education for teacher educators.
2. Providing a school clinic experience as a means of training university professors.
3. Communicating, interacting, and sharing the efforts and thinking of academic scholars, professors of education, public school personnel, and community representatives.

Specific Goals

1. Designing, operating and testing a new program for the training of educational specialists by providing an intern experience in the school clinic, at the same time providing a means for the senior professors (T³) to become immersed in the world of teachers and students in local schools.
2. Stimulating graduate and undergraduate programs of inner city education that would include diagnosing environmental strengths, producing community-developed materials for teaching and providing on-the-spot consultation when analytical help is needed.
3. Establishing better communication between school and university faculties.
4. Providing in-service experiences for school faculties and school-related experiences for university faculties.
5. Diagnosing priority problems upon which the university and school can act jointly.
6. Exploring with the school staff the ways in which subject-matter courses in the schools can be perceived by students to be responsive to their needs.
7. Exploring with the university faculty the ways in which university programs should be and can be more responsive to the needs of teachers.

A presentation of sample TTT activities and the corresponding results as they relate to each of the above specific goals is given in Part II, Section F of this report.

II. OPERATION OF THE PROGRAM

A. Informal Planning

As early as January, 1968, Michigan State University recognized the need for cooperative planning in preparing for a TTT project. The deans of five colleges concerned with teacher education (Arts and Letters, Natural Science, Social Science, Education and University College) met with educators from Lansing School District and Grand Rapids to discuss the scope of potential TTT activities and their impact on graduate and undergraduate teacher education programs. A proposal writing committee was created which fairly represented the consortium of common concern. Through successful funding of the pilot year proposal and throughout the planning for implementation the project has been characterized by the same sharing of responsibilities and resources across a broad spectrum of administrators, professors and teachers. Early in the planning phase

the importance of significant community participation in TTT was recognized and consultants were brought into the project planning on a parity basis from the community.

During the spring of 1969 the consultation with and involvement of many segments of the educational and local community took place. Deans met with department chairmen in the five colleges, the directors of the teaching institutes met with departments and with school teachers and administrators, discussions were held between the Lansing Education Association (bargaining unit) and the Lansing School District administration and the planning committee, and meetings were conducted with local groups and agencies (unions, church, social, commercial, welfare and government -- including the Model Cities educational task force). The participation of the local school, Lansing with its experience in community action, was a key element of this phase of the project and a good illustration of the extent of consultation outside of Michigan State University. The School District was represented in a variety of ways: the Assistant Superintendent for Instruction, the Director of Secondary Education and three system-wide subject consultants worked with the planning committee continuously, and with the project Director and Associate Director almost daily. This pattern of close cooperation has created a climate of activities that proves so beneficial to the project, the university and the school district, that it has continued throughout the operating period of the pilot year.

The involvement of so many people in the project (university, school and community) created not only the ground work for the successes achieved during the year, but also many of the project's problems. The basic problem was -- as is true of most human activities involving large numbers of people -- a problem of communicating precisely the rather diffuse objectives of TTT to all concerned. It took time and efforts such as special meetings, printing the TTT Reporter, conferences and workshops for many misunderstandings to be corrected and doubts or suspicions dispelled. The informal planning of the Spring of 1969 led to the Planning Workshop of the Summer described in the following section.

B. Formal Planning

During the Summer of 1969, an outline of the pilot-year activities was developed by the Michigan State University/Lansing School District TTT Summer Planning Committee. The planning phase required 8 weeks of concentrated effort on behalf of university professors, graduate fellows, teachers, and community consultants. Its main objective was to provide the clinic teams with a set of guidelines for their use during the 1969-70 pilot year. The guidelines were not intended to constrain the teams, but rather to provide starting points, to suggest various approaches and to furnish ideas for generating further activity.

Specific areas that were planned were as follows:

Pattern of clinic team activity
Classroom participation in the schools
Classroom participation in the university
School, community, and university involvement
Seminar and evaluation
Independent study by graduate fellows
Communication of TTT activities to school, community and university.

In addition to the above areas that were developed, the planning committee was constituted as a task force to:

1. Identify and recruit university faculty and school teachers as staff for the clinic teams
2. Prepare the physical site at the Pattengill and Eastern schools, including the usual housekeeping preparations of adequate space, equipment and materials to run three clinic teams
3. Outline the operational goals for the clinic teams, including the examination of needs and expectations of community, schools, and university groups.

The planning phase of the TTT operation proved to be a very fruitful experience for all involved participants. Teachers and administrative officials of the school district were brought together with university professors representing Arts and Letters, Social Science, Natural Science, Education, and Student Teaching. Also heavily involved were graduate fellows, Institute Directors of Humanities, Social Science, and Natural Science, and various members of the Lansing community.

The planning phase went to well that it is difficult to pin-point a flaw in the resources for planning, such as time, staff, facilities, and funds. Reflecting on the past, the only change that we would make would be to involve more directly designated school (Eastern and Pattengill) and university department chairmen and college deans in the planning phase.

TTT SUMMER WORKSHOP
(June 23 - July 25, 1969)

Planning Team Members

Asumaa, Mike, Teacher
Baker, Abner, Professor, History
Bosch, J. Henry, Teacher
Brandou, Julian R., Director, Science-Math Teaching Center
Burke, J. Bruce, Director, Humanities Teaching Institute
Davis, Marilyn, Teacher
Freeman, Donald, Professor, Education

Planning Team Members (Continued)

Hawley, William B., Director, TTT
Hollingsworth, Jeanne, Professor, Education
Horton, Dirk, Graduate Student, Education
Jacobson, Daniel, Director, Social Science Teaching Institute
Kluiber, Myrtle, Teacher
Knauff, Mike, Teacher
Lee, Dorothy M., Community Consultant
Morgan, Lola, Community Consultant
Myers, George, Professor, Education
Pickering, James H., Professor, English
Rivera, Elvira, Community Consultant
Vellanti, Joseph T., Chairman
Ward, Ted, Director, Learning Systems Institute
Wronski, Stanley, Professor, Education

C. Participants

The major difficulty is recruiting participants for the pilot year was caused by the late completion of negotiations for 1969-70 budget. The negotiations were not complete until May 1, and though tentative recruitment of faculty fellows and graduate interns had been conducted prior to that time, it was not possible to make firm commitments to department chairmen until then. This did restrict the choice of available candidates for appointment as fellows. Nevertheless, the recruiting was successful in securing top level senior professors for faculty fellowships in most cases.

The MSU/LSD TTT project is a clinic based operation. This fact determines the method of operation and the way by which we identify participants. Instead of the usual fellowship pattern which distinguishes sharply between staff, faculty and participants (fellows), the clinic approach involves all staff, faculty and students on a parity basis as equal participants in a team effort. In this sense all persons connected with MSU's TTT efforts may be called participants. If, however, one confines the participants as those formally holding fellowship appointments, then we are speaking of the faculty and graduate students who entered the TTT Project in order to learn of the problems of the "real world of the public schools."

Involvement of Participants from the Disciplines

- (1) The Clinic Teams were purposely established along subject matter lines so that direct attention could be focused on competence in the discipline--and competence in relating it more effectively to the task of training those who will train teachers. Each Clinic team (Humanities, Social Science, Natural Science) worked with teachers on the content and presentation of the subject matters of the discipline in which the Professional Fellow and other team members have their competence.

- (2) Professional Fellows were selected on the basis of their competence as scholars and as change agents in their particular Departments. All are actively involved both in Graduate program development, and in advising advanced graduate students. (In some cases this year, and expectedly in all cases next year, the Doctoral Fellows are advisees of the Professional Fellows).
- (3) The Professional Fellows from the disciplines were committed either full-time for the period of their intensive participation, or 1/2 time for a longer period (academic year). There were seven (7) different Professional participants from English, History, Biology, Physics, Math. Others were from the pedagogical disciplines. In addition, the Directors of our Teaching Institutes were significant participants and served as leaders of the respective Clinic teams. One is Professor of Humanities, one a Professor of Geography, and one a Professor of Biology. These persons, as well as the Project Director, served as a contribution of the University.

A list of all participants for 1969-70 is to be found in the Appendix of this report.

D. Staff

The staff, as designated by the MSU/LSD TTT Project, refers to all of those participants directly and actively involved in the implementation of TTT activities for the pilot year. The following comprised the staff organization of this past year:

1. Co-Director (MSU)
2. Co-Director (Lansing School District)
3. Secretary and clerical help
4. Three Clinic Teams
 - A. Humanities Team composed of:
 - 1 Institute Director
 - 2 FTE faculty from the humanities disciplines (Art, English, and from education)
 - 1 FTE Lansing School District teacher
 - 3 experienced fellows
 - B. A Social Science Team composed of:
 - 1 Institute Director
 - 2 FTE faculty from the social sciences (including geography, history and from education)
 - 1 FTE Lansing School District teacher
 - 2 experienced fellows
 - C. A Science-Math Team composed of:
 - 1 Institute Director
 - 2 FTE faculty from the science disciplinary (including physics, biology, and entomology)
 - 1 FTE Lansing School District personnel
 - 2 experienced fellows

5. Four full-time Community Consultants
6. Part-time Instructional and Leadership personnel
 - A. 3 Lansing School District consultants (English, Science and Social Science).

The most effective procedure for orienting the TTT staff was their intense involvement in designing the content of the plan of clinic activities during the summer workshop and beyond that in Operations Board meetings throughout the school year. Since each clinic team met together to discover problems of common concern to the school, the university, and the community, they were able to formulate a plan of action that would keep them involved for the full year. The activities of this clinically-oriented operation, enabled the teachers and the university professors and graduate fellows to translate their experiences into changes in their attitudes and mode of behavior. One example of a specific activity found the Science Clinic Team planning and teaching a 7th grade Life Science course in Pattengill Junior High School. As a result of the team's efforts, it is expected that all of the Life Science courses at Pattengill next year will be modified. Changes occurred in the behavior of school personnel and changes occurred in the behavior and in the attitudes of the professors, graduate fellows, and community consultants.

Thirty-two TTT staff members were engaged in a variety of activities in the Eastern and Pattengill schools this past year. Attempting to assess the extent of our impact on the attitudes and on the behavior of our staff members is extremely difficult. It can be safely asserted that all were affected--some more than others because of the nature of their involvement and of the amount of time spent in the schools and in the community. A description of the relationship between goals, activities and results can be found below in Section F of this report.

E. Orientation

The TTT university participants arrived at the Eastern/Pattengill schools shortly after the opening of the school year. So that the TTT participants would receive a brief orientation to the school district, a series of activities were pre-arranged spreading over a 10 day period. The exact schedule of events is shown below.

SCHEDULE OF FUTURE EVENTS

Thursday, September 25

- I. General staff meeting (a.m.)
 - a. Introduction to principals
 - b. Goals of TTT
 - c. School orientation
 - d. Eastern Social Room
- II. Clinic team review (p.m.)
 - a. Schools, community, university
 - b. Arrange to meet teachers

Friday, September 26

- I. Orientation to Lansing Community
 - a. Panel: 9-11 a.m.
 - Dr. Schulert (Director of Curriculum)
 - Dr. Remick (Director of Research)
 - Maurice Marshall (Assistant for Information Services)
 - Eastern Social Room
- II. Tour of community
 - a. 1:30 p.m.
 - b. Bus to be in front of Eastern
 - c. Maurice Marshall

Monday, September 29

- I. Tour of Eastern-Pattengill Service areas
 - a. 9-11 a.m.
 - b. John Marrs (Adm. Asst. for Information Services)
- II. Clinic team planning (p.m.)

Tuesday, September 30

- I. Orientation to federal programs
 - a. C. James Kernen (Dir. of Cont. Ed.)
 - b. Kalamazoo Elementary School
 - c. 9:00 - 11:30 a.m.
- II. On-the-job orientation to federal programs (p.m.) optional
- III. Clinic team planning (p.m.)

Wednesday, October 1

- I. Clinic team planning (a.m.)
- II. Clinic team planning (p.m.)

Thursday, October 2

- I. Clinic team plan of operation
 - a. 9-12 a.m., Eastern Social Room
 - b. Hawley, Vellanti, Freeman, Brandou, Horton
- II. Film showing
 - a. "The High School"
 - b. Eastern Social Room (1-2:30 p.m.)

Friday, October 3

- I. Orientation to pupil personnel and child accounting
 - a. 9-11 a.m. Room 301, Cedar-Holmes
 - b. William Webb (Dir. of Pupil Personnel)
 - c. Ken Mead (Consultant in Child Accounting)
- II. Clinic team planning (p.m.)

Monday, October 6

- I. Orientation on professional problems
 - a. 9-11:30 a.m. Eastern Social Room
 - b. Marcus Burkholder (Personnel Consultant)
 - c. Clif Worden - Ex. Dir., Lansing Schools Education Association
- II. Clinic team planning (p.m.)

Tuesday, October 7

- I. Tour of Marvin E. Beekman Center for Trainable Children
 - a. 9:30-11 a.m.
 - b. Mr. Breaugh, Principal
- II. Clinic team planning (p.m.)

Wednesday, October 8

- I. Clinic team planning (a.m.)
- II. Clinic team planning (p.m.)

After having tried and experienced the above orientation program, it was quickly learned that the orientation period of 10 days was too long. The participants expressed the desire to talk with school officials, tour the community, and visit disadvantaged children as they felt the need. Also, it was noted that the participants were expressly interested in concentrating on meeting teachers in the target schools. With these ideas in mind, the following brief agenda has been tentatively set for the opening of the TTT Project in the Fall of 1970:

TTT PROJECT
(Two Days)
OPENING ORIENTATION

Eastern Social Room Morning 9:00 a.m. Thursday, September 24, 1970

- I. Opening remarks
 - A. Long-range goals (Bill Hawley - TTT Co-Director)
 - B. Clinic Team operation (Joe Vellanti - TTT Co-Director)
 - C. Community involvement (Dick Lipscomb - TTT Community Coordinator)
- II. Schedule of future events (Joe Vellanti and Leah Graham)
- III. Coffee fund and break (Dorothy Lee)
- IV. Breakdown into clinic teams

Afternoon 1:00 p.m.

- V. Opening remarks
 - A. Don Johnson (Principal, Eastern High School)
 - B. Gary Fisher (Principal, Pattengill Jr. High School)
 - C. Robert Lott (Director of Secondary Education)
- VI. Clinic team discussion sessions
 - A. Social Science Clinic Team (Don Johnson)
 - B. Science Clinic Team (Gary Fisher)
 - C. Humanities Clinic Team (Bob Lott)

Eastern Social Room Morning 9:00 a.m. Friday, September 25, 1970

- I. TTT Operation (Joe Vellanti and Bill Hawley)
- II. Answer questions
- III. Breakdown into clinic teams

Perhaps the single most effective orientation event conducted was the TTT Spring Workshop held at St. Mary's Lake Camp site near Battle Creek, Michigan. The conference was so effective in so many ways that another workshop is being held on October 1-2, 1970 at the same Michigan Education Association Conference Center. Certainly, this event had a profound impact on initiating and sustaining communications between directors and the staff and the participating teachers, community representatives, and school officials. The feed-back from the workshop was enormous and stimulated several changes cited under the section entitled Conclusions.

F. Pattern of Clinic Team Activities

The basic premise of the clinic intern program is that a field experience in the environment of the urban school is the best means to study the ecology of public education. In order to be effective this field experience must be undertaken by an engaged participant working on a basis of parity with school teachers, administrators and community people. It is through the clinic seminar that the graduate intern teams apply an analytical approach to the study of the teaching-learning process. In the operation of the school clinic all the resources of university-school-community focus upon the issues and problems of urban education in its actual setting. Training occurs for each person on the clinic teams by virtue of the common analytical process of the clinic seminars. That is, university professors graduate intern fellows, school teaching personnel, and community representatives, learn with each other as each contributes his unique talents and perspectives to the seminar (intern program).

In a full time academic year program the seminar focuses upon developing specific competencies by the graduate interns. However, it should be noted that in the process of training interns the other members of the clinic teams learn as well. The basic content of the training for the interns is the emphasis upon developing what we have called "the clinical style of behavior" in analyzing the teaching-learning process in the urban schools. The clinical process can be divided in its pedagogical goals between developing an understanding, appreciation, and familiarity with the problems of urban education and developing a set of skills as teacher educators which make possible effective changes in teaching behavior.

The interaction of participants on the clinic team cannot be predicted precisely in advance so that behavioral changes can be

specified only in general terms of program objectives. However, the relationship between clinic team activities and the program goals can be correlated by the several results of the program in its first year. The following summary of TTT program operation for 1969-70 places goals, activities and results in parallel for comprehensive reading of MSU/LSD TTT project for the year. Of course, it is to be understood that such a summary must necessarily focus on examples of activities typical to the operation and should in no way be construed as definitive.

Summary Charts on pages 12 and 13.

III. EVALUATION

The MSU/LSD TTT Project was visited by 5 members of the Leadership Training Institute (LTI) on November 24-25, 1969, and a follow-up visit on April 27-28, 1970. The purpose of these visits was not to rate our project, but to gain a better understanding of TTT and therefore to be able to take advantage of its potential as a way of solving one of the nation's significant educational problems. The LTI team was here to gain a feeling for what was actually happening, our particular strengths, our problems, our relationships to other programs, our successes in involving university, school, and community personnel, and our promise for influencing change in education. Even though the purpose of the LTI visits were not officially called evaluation sessions, they served this purpose. The visits of the team members gave our staff members an opportunity to assess our own project; in short, the chance to take a critical look at ourselves.

Other than the visits by the LTI, a continuous evaluation was carried on by the Co-Directors for the entire year. The evaluation was made through questionnaires, seminars, systematic feedback, dialogues, and a spring workshop.

Without getting into the minute details of the findings, the MSU/LSD TTT Project was found to be successful in meeting its first year's objectives. The project had structure, yet was flexible. The staff in almost all cases displayed a genuine commitment to the goals of TTT. This was also true for the target school teachers that volunteered (60% of them) to participate in the program. Both school and university officials acted in concert and cooperated to the fullest extent, especially during some very trying times. The Co-Directors are dedicated and committed to the success of the program and this is the feeling of all those associated with the project.

The findings from questionnaires, seminars, dialogues, the spring workshop, and systematic feedback indicated that the following changes needed to be made. (The finding is listed along with the most recent action.)

Summary TTT Program Operation 1969-70 The Pilot Year MSU/LSD

Goals	Examples of Activities	Examples of Results
Goal #1 Designing, operating and testing a new program for the training of educational specialists by providing an intern experience in the school clinic, at the same time providing a means for the senior professors (TTT) to become immersed in the world of teachers and students in local schools.	1. Planning Workshop, Summer 1969 involving: Professors, Directors, teachers, community consultants, graduate students, administrators. Committees assigned to write specifications for seminars, clinic team activities, etc. 2. Recruiting professors and graduate students to serve as clinic fellows 1969-70 and for 1970-71. 3. Created three operational subject area clinic teams: Humanities, Social Sciences and Natural Science. 4. Held discussions and team meetings periodically to review operation. 5. Individual fellows worked with groups and individual teachers in site classrooms. 6. Worked with community consultants and groups to develop social environment input.	1. Production of an Outline of TTT Pilot Year Activities-Initial Guide for Clinic Operation. 2. 1969-70=15 professors, 7 graduate interns recruited 3. 1970-71=12 professors, 14 graduate interns recruited 3. Teams worked as base of clinic activities. 4. Major decisions made in concert with participants. 5. Rapport developed between teachers and professors. 6. Community impact to educational programs increased.
Goal #2 Stimulating graduate and undergraduate programs which encompass educational problems of inner city education that would include diagnosing environmental strengths, producing community-developed materials for teaching and providing on-the-spot consultation when analytical help is needed.	1. Social Sciences team worked with undergraduate student teachers (History) in Eastern High School. 2. School teachers taught in university "Methods" classes. 3. Community conferences and discussions a. community objectives for schools-discussion-recorded and transcribed b. Advisory Board broadened to include more (8) community representatives. c. luncheon meetings with business and church groups d. seminars with Police, YMCA Outreach, Model Cities Educational task Forces. e. bringing parents to sciences class experimental sessions. 4. Expansion of Community role in TTT, in numbers (5) on staff and in kind of work, counselling, class aides, etc.	1. Plans created for effective use of Community ideas in education. 2. Paper on Community Needs in Education. 3. Tape of Advisory Board Discussion for University Class Use. 4. Aid given to Outreach program (YMCA). 5. Better school and university understanding of community problems and needs.
Goal #3 Establishing better communication between school and university faculties.	1. Visitation of Deans, Department Heads, Directors in the school clinic. 2. Advisory Board recomposed: 5 deans, 6 teachers, 3 school administrators, 8 community representatives; Operations Board expanded to include all participants. 3. Wide distribution of TTT Reporter and News Accounts of TTT activities. 4. Faculty exchange of teaching assignments, e.g. English. 5. Evaluation Seminar May 18-22. 6. Joint faculty attendance at Cluster Meeting (Minn.&Chl)	1. Wide awareness of aims of TTT in school and university. 2. Methods developed for Feedback procedures to university departments by participants. 3. Increased willingness by academic departments to commit personnel and resources to teacher education 4. Personal relationships developed as a foundation for professional cooperation.

Goal #4

Providing in-service experiences for school faculties and school-related experiences for university faculties.

1. Faculty Intern 7 Graduate Intern Orientation.
2. Seminars on educational innovations and evaluation.
3. Spring Workshop: April 6-7, 60 Interns and Teachers attending.
4. Operation Board discussions over a wide range of educational problems.

1. Increased awareness by teachers and district personnel of university problems.
2. Increased knowledge about needs of future teachers in academic departments.
3. Increased knowledge of the complexity in innovation in school and university.
4. Decreased suspicion of the aims and professional quality of corresponding educational units.

Goal #5

Diagnosing priority problems upon which the university and school can act jointly.

1. Advisory Board discussion on Relevancy of the school program and the characteristics of a good teacher.
2. Discussions on student teaching assignments.
3. Clinic teams teaching and working in classrooms. e.g. English and the identification of secondary level reading problems.
4. Evaluation reporting committee made recommendations for 1970-71.

1. Science course changed.
2. Increased student interest in reading as a result of media approach.
3. History test created.
4. Climate for teacher experimentation with materials improved.

Goal #6

Exploring with the school staff the ways in which subject-matter courses in the schools can be perceived by students to be responsive to their needs.

1. Natural Sciences Clinic Team developed new materials and teaching approaches for Junior High General Science.
2. Social Science Clinic Team developed new instrument for evaluation of history performance, prepared a new honors course in American history and used a team teaching style in history classes using M.S.U. pre-student teachers.
3. Humanities Clinic Team taught in Humanities Class with multi-media approach, taught in classes in literature, reading, writing, helped produce student paper, and used photography in a motivations program in Jr. High language arts.

1. Science course changed.
2. History test created.
3. Increased student interest in reading as a result of media approach.

Goal #7

Exploring with the university faculty the ways in which university programs should be and can be more responsive to the needs of teachers.

1. Teachers from Clinic Site attended and acted as "critics" in University education classes, English classes, and science classes.
2. Physics professor - a fellow - attended elementary science methods class.
3. English department assigned senior professors to study needs for teacher trainees in English.
4. History Methods classes visited Clinic Site for observation of Clinic style.

1. Rewriting of undergraduate methods course in science.
2. Scheduling more and better supervised student teachers at Clinic Site.
3. English Department changing undergraduate program for future teachers.

Recommended Improvements

1. Improve the teachers' understanding of TTT.
Action: Will conduct a TTT Fall Workshop (possibly a Spring Workshop too.)
Will hold two teacher feedback meetings per year
Will have periodic TTT parties for teachers
Will assign coordinator to work 1/4 time on problem of communication.
- *2. Free secondary teachers during the day to permit them to attend conferences, work and plan with TTT participants, assist professors at the university, and visit other classes.
Action: Including money in budget (\$15,000) to free teachers for conferences and plan time, and to work with professors at MSU.
- *3. Conduct orientation workshop to TTT during Fall.
Action: TTT Fall Workshop to be conducted October 1-2 at St. Mary's Lake Camp.
4. Hold direct meetings with university curriculum committees, department chairman, and university professors.
Action: In process of developing a plan to encourage greater participation. Clinic teams to become directly involved.
- *5. Improve the feedback to teachers in the schools.
Action: One coordinator to work 1/4 time on feedback to teachers.
6. Involve secondary school students in TTT other than in the classroom.
Action: In discussion stage. Thinking of including them on the Advisory Board.
- *7. Have professors spend more time in schools.
Action: Letter mailed to next year's participants stresses this point. More careful screening of participants.
8. Become involved with the "average" classes.
Action: Included as one area for clinic teams to consider working on.
9. Develop a community plan of action early in the year.
Action: A Community-Coordinator has been employed full-time to plan and coordinate the community phase of the project.
10. Conduct meaningful seminars during the entire course of the year.
Action: One of the Institute Directors will have the responsibility of coordinating seminars.

*most frequently mentioned.

During the course of the TTT pilot year, numerous problems of different types emerged. Some of them were solved quickly, while others were gradually resolved. The fact that many questions were raised and real problems struggled with, is one of the factors that indicate a progress in communicating the differences and respective needs and responsibilities between the schools, the community and the university. The types of problems encountered were as follows:

1. The teachers of the two target schools believe that the university professors and grad assistants should become more deeply involved in classroom activity than they were. They realize that the university people have commitments at MSU in addition to TTT, however, they feel that unless more free time is available to them, we will not succeed in accomplishing TTT objectives.
2. Some university people have a problem adjusting to the schools' rigid time schedule.
3. The schedules of the university professors and graduate assistants are of such a nature that it becomes difficult arranging for classroom experience on an uninterrupted, continuous basis. This problem is directly related to #1 above and inhibits deeper involvement of university personnel into TTT activity.
4. A greater number of university professors and graduate assistants should participate in TTT. Many teachers are requesting the professors work with them but they are not available.
5. How do we organize and monitor an adequate communications network to assure effective feedback to the action groups touched by TTT, via. the university, schools, and community?
6. What strategies for change in teacher education programs work best? For example, how do we provide for continuing responsiveness to the real needs of schools, teachers, students on the part of teacher training institutions?
7. What procedures for recruiting new TTT participants are most effective? Likewise, what techniques produce the motivation for a variety of levels of involvement in TTT activities for both professorial (TTT) and graduate interns (TT)?
8. How do we assure real community involvement in TTT activities? It is recognized that community involvement is a two-way street; both heighten interest and responsibility for schools on the part of the community people and responsiveness by university and school personnel to the views of the community.
9. What operational definitions of parity produce the most effective results in TTT activities?

10. What roles ought the Advisory Board (or whatever the governing board is called) to play in the conduct of TTT activities?
11. What role should TTT activities and experiences play in the doctoral programs of TTT interns? That is, what methods can be used to coordinate the demands and requirements of doctoral advisors on interns and the role the interns play in the project?
12. How can we generate better job descriptions or role definitions of teachers? If we are to make an impact on the trainers of teacher trainers, it is highly desirable to possess a realistic compendium of teacher roles in the schools.
13. What role should a TTT project have in identifying and recommending solutions to problems of curriculum in the schools and in teacher education programs in the universities? That is, can TTT deal effectively with substantive issues of education, such as school structure, curriculum, grading, practices, evaluation, teacher roles. How? Another way of putting it is: Does TTT perform therapeutic functions in dealing with school problems? Can we get beyond the observation, data collecting stage to action oriented programs?
14. How can professors and teachers be motivated to co-operate on team oriented activities? Can the styles of professional life peculiar to the university professor and the school teacher be co-ordinated?
15. Can an action directed synthesis between the knowledge of academic disciplines and school necessities be affected?
16. The number of school and community representatives on the Advisory Board and Clinic Teams should be increased to establish a balance. It is suggested by the community representatives and several teachers and university members that the community representatives should equal the total number of school and university people.
17. The matter of selecting community representatives should be turned over to the community and the matter of selecting school representatives over to the Lansing School District.
18. University fellows should teach at least two weeks in the school classroom and that this assignment begin as early as possible in the school year.
19. Distribute Advisory Board minutes and written materials that effect either current or future TTT operations to all TTT participants. (Examples of written materials: prospectuses, plans of operation, TTT guidelines).

20. Select future project directors, associate director, and teacher coordinators through the machinery of the Advisory Board.

The directors have made it a point of keeping the TTT staff, the teacher participants, and all others closely associated with project informed on the changes inaugurated. It has been our experience that a healthier climate is created when participants believe that they are not only being heard, but being taken seriously enough to cause change.

Plans are currently underway to continue to involve key university professors, graduate fellows, and school teachers that worked in the project during the pilot year. For example, at least 1/3 of them will become involved in the TTT Fall Workshop of 1970. Furthermore, all 1969-70 TTT Pilot Year participants will receive a follow-up questionnaire for a period of 5 years following their involvement in TTT. It is also anticipated that a get-together meeting would be held for TTT "graduates" with the express purpose of sharing experiences and determining the usefulness of previous TTT activity as a means of developing program improvements in clinic operations.

Probably one of the most significant feedback documents and evaluations was made by a blue-ribbon Ad Hoc Committee appointed by the TTT Operations Board. The committee was comprised of university professors and graduate fellows, school teachers, and community consultants. The results of the Ad Hoc Committee findings are included in the Appendix to this report. The project Co-Directors are investigating with the Advisory Board the various strategies for effective implementation of this committee's recommendations.

The evaluation program for 1970-71 will include the clinic seminar and in addition a 1/4 time internal evaluator on the TTT staff. The evaluator will conduct both formative and summative evaluation and, therefore, add a resource to the project of direct feedback for on going policy and program decisions.

IV. CONCLUSIONS

In very broad terms, TTT created an atmosphere for greater interaction between the Lansing School District and Michigan State University. The concept of a compartmentization of the University and the schools has been partially broken down. While the community component is a much more nebulous body to deal with and to penetrate, a very slight beginning has been made.

Major Strengths of the Project

1. The leadership of the project enjoys the full confidence of the key administrators in both the university and the school district.

2. The clinic intern format permits an interdisciplinary approach to problem solving.
3. The principle university participants are some of the "gatekeepers" of graduate education and their students, permitting a wide impact on future programs.
4. The organizational structure of the project provides for flexibility and parity in the decision making processes which in turn; encourages program innovation.
5. The Advisory Board consists of key representatives from the various participating parties, deans of colleges, teachers in the schools, community representatives and school administration.
6. The support of the project from general funds of both the university and the school district is large enough to index the level of policy commitment to innovation in teacher education.
7. The project gains strength and support by intersecting with other projects and programs funded by both internal and external sources: Behavioral Science Teacher Education Project, Protocol Materials Development Project, Special Media Institutes, Allen Street School Project - Operation Refuel.
8. Clinic teams provide an opportunity for members of the community, the schools, and the university to work on common problems, thereby exchanging ideas, sharing experiences and growing to trust each other.
9. The cluster activities and LTI visits provide a national and regional perspective on local efforts.

Major Weaknesses of the Project

1. A community plan of action with precise goals and implementation strategies needs to be developed to insure real community involvement.
2. The Advisory Board needs to develop its responsibility for determining policy by increased knowledge and involvement in the project.
3. Communication channels for effective feedback to the schools and to the university must be strengthened.
4. One person needs to take leadership in planning and coordinating seminar sessions for TTT participants.
5. A better balance of minority groups needs to be included among the participants.

6. Full-time teacher coordinators to spearhead the clinic teams are needed.
7. A part-time administrative assistant to the Co-Director actually running the operation may be necessary to increase his effectiveness.
8. Funds for substitutes to release target school teachers are needed.
9. University participants must be full time workers in the schools and in the community during their appointment period to the project.

It should be stated that measures have been taken to resolve the above weaknesses, however, getting full-time teacher coordinators (#6) still presents a problem. Principals are reluctant to let go of good teachers for the full day. We can understand this but will continue to pursue getting full-time teacher coordinators.

The chief reasons for occasional failures, personnel problems, and misunderstandings appear to revolve around the following factors:

1. The fact that the project and the problems encountered were new.
2. Some participants not using good common sense.
3. The coming together of diverse personalities.
4. Various participants not having enough time to spend in the schools and in the community.
5. Participants hearing but not really listening and understanding what others were saying.

TTT established and tested a program that will provide post-bachelor education for teacher trainers. In addition, a successful beginning has been made to provide pre-bachelor education for prospective teachers. The extent to which this is carried out depends upon the commitment of Michigan State University and the Lansing School District; and both are vitally interested. The fact that both are contributing resources demonstrates an eagerness and a willingness to recognize the problem and to face up to it.

Without question, the attitudes of teachers, community people, and university professors and doctoral candidates have been affected. They have been affected strongly enough to make them do things, to change their ideas, and to try new approaches. This impact is evidenced in:

1. The broadening of the university English Department's program for teaching majors to include: reading instruction and the teaching of writing skills
2. The revamping of the Junior High General Science course
3. The experimentation with new forms of student teaching in U.S. History

4. The inclusion of media approaches to instruction in the Clinic classrooms
5. The intercollege and interdisciplinary cooperation upon which innovation in secondary education programs depend
6. The increased recognition of the value of a field experience in the schools for doctoral candidates.

In summary, then, there has resulted from the pilot year of TTT a new spirit of common concern and professional cooperation between university departments, the university and the school district, and the educational administrations and the community, as represented by the community consultants; a spirit which is already producing concrete institutional changes in teacher education.

V. Appendix

The TTT Project

- is** a project to improve the teacher education programs in the university and to provide in-service experiences for school teachers.
- is** an opportunity to bring together the three areas of concern for public education, the school, the community, and the university.
- is** a program to familiarize university teachers with the thinking of school teachers and vice versa.
- is** run by the Lansing School District and Michigan State University.
- is** a pilot project that is based at Eastern High School and Pattengill Junior High School.



About TTT

The TTT Project reflects the concern felt by federal government, the universities, and the public schools in regard to criticism leveled at teacher education. As a high priority item of the U.S. Office of Education, the TTT Project is an attempt to bring some fundamental changes to the programs for the training of trainers of teachers of teachers. Nationwide in scope, TTT has 57 projects presently in operation. Though varied in approach, each project is essentially a program for the in-service development of teacher trainers. Each is based on the premise that teacher training is not the total responsibility of schools of education, but that cooperation between them, the total university, and local school districts is needed.

School Clinic

The Michigan State University/Lansing School District Project is based at Eastern High School and Pattengill Junior High School. Serving a multi-racial student body in an inner-city setting, the two schools offer an opportunity for meaningful involvement of the "school clinic" composed of senior MSU professors, graduate interns, Lansing School District teachers, and representatives of the various school community population groups. Three "teams", Humanities, Social Science, and Science, are observing, participating in classroom activities and instruction, and cooperatively working at solving some of the problems facing the public school teachers.

Role of the Community

One of the many needs in the present system of public education is that of coming more into

tune with the desires and goals of the whole community. As neighborhoods change, the student body of schools change. Too often the school itself, and its curriculum, lags behind in adapting to the particular needs of its clientele.

A goal of the TTT Project is to provide a structure for involving both the schools and the university with various community groups in order to bring greater relevancy to the teacher-training programs and the performances of teachers in the classrooms.



TTT Board Members

Henry Adamski	Robert Lott
Richard Byerrum	Arnie Martinez
Edward Carlin	Stephen Partington
Robert Chamberlain	Carol Prince
Letha Collins	Martha Scott
Arturo Gonzalez	Floyd Skinner
Leah Graham	Hugh Spagnuolo
Earl Granzow	Richard Sullivan
Bud Howard	Richard Thompson
John Ivey	George Turner
Richard Locke	Leland Winder
Clifford Worden	

TTT Staff

William B. Hawley, *Director*
Michigan State University
College of Education
East Lansing, Michigan
355-1737



Joseph T. Vellanti
Co-Director
Lansing School District
Eastern and Pattengill
Secondary Schools
Lansing, Michigan
372-1700 Ext. 67

Community Consultants

Dorothy Lee Elvira Rivera Lola Morgan
with J. Bruce Burke



TTT Office - Eastern High School
Lansing, Michigan 372-1700 Ext. 67

TTT Operations Board

Mike Asumaa	William Hawley	Elvira Rivera
Henry Bosch	Daniel Jacobson	Wayne Taylor
Julian Brandou	Mike Knauff	Joseph T. Vellanti
J. Bruce Burke	Dorothy Lee	Ted Ward
Marilyn Davis	Lola Morgan	

TTT ADVISORY BOARD MEETING

Nov. 11, 1969

Members Present: Bill Hawley, Dorothy Lee, Elvira Rivera, Lola Morgan, Joe Vellanti, Ted Ward, John Ivey, Dan Jacobson, Bruce Burke, Bob Lott, Richard Byerrum, C. Winder, and Edward Carlin.

TTT Project Director, Bill Hawley, opened the meeting by reviewing the purpose of TTT. In addition, he explained that since many of the Advisory Board members had been actively involved in TTT activities over the past several months, it was not necessary to call a meeting of the Advisory Board until this time.

Joe Vellanti, TTT Associate Director, briefly outlined the general goals and gave a progress report on the activities and hang-ups of TTT. Some special problems encountered and mentioned by Joe Vellanti were:

1. The teachers of the two target schools believe that the university professors and grad assistants should become more deeply involved in classroom activity than they are. They realize that the university people have commitments at MSU in addition to TTT, however, they feel that unless more free time is available to them, we will not succeed in accomplishing TTT objectives.
2. Some university people have a problem adjusting to the schools' rigid time schedule.
3. The schedules of the university professors and grad assistants are of such a nature that it becomes difficult arranging for classroom experience on an uninterrupted, continuous basis. This problem is directly related to #1 above and inhibits deeper involvement of university personnel into TTT activity.
4. We need a greater number of university professors and graduate assistants participating in TTT. At this point, I would say that we could involve at least three times the number that we now have.

Also mentioned were several recommendations made on behalf of several school, community, and university people. It was mentioned that these ideas were brought to the surface at the TTT Midwest Cluster Conference in Minneapolis on November 5, 6, and 7, 1969. The recommendations to the Advisory Board were:

1. Increase the number of school and community representatives on the Advisory Board and Clinic Teams. It is suggested by the community representatives and several teachers and university members that the community representatives should equal the total number of school and university people.
2. Turn the matter of selecting community representatives over to the community and the matter of selecting school representatives over to the Lansing School District. Some agreement would have to be made to determine just who represents the community (mayor's office, community agent, Board of Education).

3. Require all university fellows to teach at least two weeks in the school classroom and that this assignment begin as early as possible in the school year. Also, it is recommended that observation be included on a continuous basis.
4. Require all university participants, with the exception of institute directors, to participate full time in TTT whether it be for one term or one year. (Full time means 8:00 - 3:00, Monday thru Friday).
5. Relieve the three community representatives from their supervisory roles by the end of this semester. It is expected that their role as TTT participants would be divided between working in the schools, the university, and the community.
6. Distribute Advisory Board minutes and written materials that effect either current or future TTT operations to all TTT participants. (Examples of written materials: prospectuses, plans of operation, TTT guidelines).
7. Select future project directors, associate director, and teacher coordinators through the machinery of the Advisory Board.

Dorothy Lee made a brief report on the Midwest Cluster Conference in Minneapolis on November 5-7. She expressed concern about the amount of community involvement in TTT Projects and the actual number of community people serving our own project, especially the Advisory Board. Lola Morgan expressed concern about the number of community people and students involved, not only on the Advisory Board, but also on the clinic teams.

Dorothy Lee called attention to the various recommendation that the community group submitted at the Midwest Cluster Conference in Minneapolis. Community groups seem to be in agreement that:

- A. There should be more recruitment for applicants from urban poor, with emphasis on black, Spanish-speaking, Indians, and poor white.
- B. Membership should consist of at least an equal number of professors and community representatives.
- C. Advisory Boards should be involved at every policy-making level, program design, budgetary.
- D. Staff position should be established to assist projects in the development of community involvement.
- E. Budget should be allocated for inter-project community conferences in the future.

Bruce Burke reported that the Leadership Training Institute would be visiting our project on November 23-25 with the express purpose of gaining a feeling for what is actually happening in TTT; its strengths, its problems, its successes, and its promises by influencing changes in education. He indicated that the findings of the LTI would in no way affect the funding of next year's TTT Project.

The matter of parity of community schools and universities was discussed at length and it was generally agreed that there should be a balance in numbers among the three groups. A sub-committee is to be selected by Bill Hawley and Joe Vellanti to discuss the matter and to implement this policy as quickly as possible.

Dean Winder (College of Social Science) said it was difficult to get volunteers from his department for two reasons:

1. There were other priority commitments within the department,
and
2. The members of the College of Social Sciences would not be interested in participating in TTT under the conditions that currently existed.

The meeting was adjourned at noon.

Joe Vellanti and Dorothy Lee Recorders

MINUTES

TTT Advisory Board

January 27, 1970
Kellogg Center - Heritage Room
Michigan State University
7:30 - 9:30

The meeting was chaired by Mr. Hawley. Board members present were Mr. Locke, Mrs. Graham, Mr. Winder, Mr. Ivey, Mr. Gonzalez, Mr. Skinner, Mr. Lott, Mr. Sullivan, Mr. Spagnuolo, Mr. Byerrum, Mrs. Scott, Mrs. Prince, Mrs. Collins, Mr. Martinez, Mr. Adamski, Mr. Granzow, Mr. Howard, and Mr. Carlin. Others present were Mr. Vellanti, Mr. Burke, Mrs. Lee, Mrs. Morgan, Mrs. Davis, Mr. Knauff, Mrs. Rivera, Mr. Jacobson.

I. In response to general questions, the following comments were offered:

- A. The purpose of Triple T is to provide input from the community, the schools, and the university, hopefully to result in improved training of teachers. Further, it provides a setting in which university personnel may view the public schools in action.
- B. This Advisory Board will determine for itself how often to meet.
- C. In its first year of operation here, our Triple T Project is one of 54 similar projects in the country. It is on a trial basis in the sense that it is experimental and also by virtue of its dependence on federal funds through the Department of Education.
- D. The role and responsibility of this Board is expected to be to offer advice and counsel. For example, in the matter of staffing next year's program, this group will determine selection process for future participants. Other possibilities for discussion here in the future might be (1) What constitutes an ideal teacher? and (2) What would we like to have happen to young people in our public schools?

II. Clinic team activities

A brief description of the clinic team-- their make-up and activities (participants' observing and teaching, for example) - was offered by Marilyn Davis (Humanities), Mike Knauff (Science), and Dan Jacobson (Social Science).

III. Progress Report

Joe Vellanti mentioned three top priority areas of Triple T concentration: (1) initiating and maintaining feedback to the university, (2) introducing and explaining Triple T to various community groups and service clubs and invite comment from such groups relative to the school program, and (3) providing opportunity for university personnel's on-site experience in the interest of helping them to improve the quality of teacher training, ultimately improving education for children.

IV. Personnel approval

A. Clinic teams, 1970-71

The Board approved the recommendation from the Operations Board for university personnel to be distributed to clinic teams as follows:

- "1. Math/Science
1 fte* physics, chemistry, biology, math
 2. Social Science
1 fte sociology, history, geography, political science
 3. Humanities
1 fte English
1 fte art, music
1 fte foreign language
- In addition,**
- 1 fte vocational education,
physical education,
family science
 - 2 fte reading specialist
education"

B. Project Director

The Board named Bill Hawley and Joe Vellanti Co-Directors to administer the project for the remainder of this year and to continue next year.

C. Seminar planning

The Board declared that a person is needed to co-ordinate and manage clinic teams' seminar meetings on a regular basis. It was agreed he should come from the university staff, should be a member of a clinic team, and should be an on-going participant from this year to next. This is to take effect during the remainder of this year (if possible) and remain in effect during next year's operation.

V. Items for future agenda

A. Overview of changes in university curriculum (Lee Dean)

B. Composition of Advisory Board (more representation needed from any given area?)

The next meeting will be February 26 (not the 24th as previously scheduled) at 7:30 p.m. at Erickson Hall, 5th floor lounge.

Marilyn B. Davis
Recorder

* full-time equivalent

** to be distributed among the three teams

MINUTES

TTT ADVISORY BOARD

February 26, 1970
Erickson Hall - 5th Floor Lounge
Michigan State University
7:45 - 9:45

The meeting was chaired by Mr. Hawley. Board members present were Mr. Locke, Mr. Spagnuolo, Mrs. Graham, Mr. Adamski, Mr. Howard, Mrs. Collins, Mr. Skinner, Mr. Lott, Mr. Worden, Mr. Sullivan, Mr. Winder, Mr. Turner, Mr. Taylor, Mrs. Prince, Mrs. Scott, Mr. Martinez, and Mr. Gonzales. Other present were Mr. Knauff, Mrs. Morgan, Mr. Burke, Mr. Vellanti, Mrs. Lee, and Mrs. Davis.

Minutes

The January 27 minutes were approved as corrected on page 2, IV, A (final item): "2 fte in education, one being a reading specialist if possible".

Announcement

Our project is funded for next year for \$332,000. This figure represents about \$80,000 less than we asked for but more than we've had for this year's operation.

Agenda

1. Spring Workshop - Mrs. Davis reported that the Operations Board had requested a "brainstorming session" to be held in the next week or two for the purpose of proposing alternate plans of operations for next year's TTT project.
2. Clinic Teams - Mr. Hawley and Mr. Knauff reported briefly on present activities within the social science and science teams.
3. Plan for community involvement - Mrs. Prince outlined briefly an idea for a Student Aid Committee, which would consist of community people who would work with the counseling department to listen to students' problems.
4. Mid-west Cluster - Mr. Hawley reported that this meeting will be May 10 - 12 in Chicago. There should be a "mix" of representatives from our program, including two community representatives from the Advisory Board.
5. Summer Workshop for 1970-71 Program - Mr. Burke reported that the workshop has been cut out in an attempt to help balance the budget. It is hoped that an ad hoc group can meet in June, financed by the current budget.
6. Progress Report - Mr. Vellanti called board members' attention to the mimeographed hand-out sheet.

7. On-site Visits - It was noted that anyone wishing to visit the TTT operation at Pattengill/Eastern should contact a member of the TTT staff.

8. Open meetings - It was agreed by consensus that meetings of this Board should be open to anyone interested in attending and contributing to discussion.

9. Discussion - Two questions (What are our expectations from the public schools? and What qualities do we expect teachers for tomorrow to have?) were combined for general discussion. What follows is not meant to be a record of everything that was said, but rather it represents a guide to the various themes that were discussed; it must be understood that discussion included pro and con positions on many of the issues.

- A. More Mexican- American staff is needed throughout the school system; greater effort should be made by central administration to maintain better proportion of ethnic group representatives among the total staff. A good possibility for student involvement and to provide Mexican-American students to pursue teaching as a career might be an intern program for Mexican-American high school juniors to work with elementary school children and teachers.
- B. The ideal teacher for inner city schools was defined broadly as one having an attitude of "one-ness, fairness to all students"; everyone in a class should be given an equal break. A need was voiced for college curriculum to include somehow "human understanding." Teacher training should include more in the area of behavioral sciences.
- C. Perhaps the real quandary is not how to teach but rather what to teach. What is valuable for people to know?
- D. Counselors are trained in psychology and counseling techniques. Requirements for counseling are finally being relaxed for community workers who are in a position to know specific problems and needs of children; requirements are being tightened to make it more difficult for teachers to switch over to field of counseling. There were mixed feelings among different board members as to whether or not teachers should be counselors.
- E. Greater uniformity is needed in the University's 327 Methods course.
- F. Summarizing from the administrative viewpoint that he represents, Mr. Lott emphasized that
 - 1. While it is fair to say that Lansing has some bad teachers, it is equally fair to state that Lansing also has many good ones;
 - 2. When recruiting administrators need some "mystical way of knowing" whether candidates like kids and like people--people are important, not subject matter;
 - 3. The crux for teachers surely must be what to teach, more than how to teach.

10. New business -

- A. The Advisory Board accepted and agreed to a recommendation from the Operations Board that "its future meetings officially include and be open to all members of the TTT staff to attend, to advise, and to enter into discussion of all facets of the TTT operations. (The TTT staff includes the directors, institute directors, community consultants, teacher coordinators, graduate fellows, and professorial fellows.)"
- B. Members asked that mimeographed and duplicated hand-outs be sent out in advance of future Board meetings.
- C. It was noted that the Board might profit from small group discussion sections at some future meeting.

11. Items for future discussion -

How much freedom do teachers have in the classroom? What should be taught? Recommendations for University Methods courses (NOTE: Recommendations, generated from tonight's discussion, were submitted following adjournment for consideration at the next meeting.)

12. Next meeting

Tuesday, April 7

7:30 p.m.

(place to be announced)

Marilyn B. Davis
Recorder

MINUTES
TTT ADVISORY BOARD

April 14, 1970
Vista Room, Kellogg Center
Michigan State University
7:30 p.m.

The meeting was chaired by Mr. Hawley. Board members present were Mr. Lott, Mr. Febba (for Mr. Howard), Mr. Spagnuolo, Mr. Martinez, Mr. Turner, Mrs. Scott, Mrs. Prince, Mr. Granzow, Mr. Taylor, Mr. Baker, Mr. Locke, Mr. Adamski, Mr. Skinner, Mr. Burke, Mrs. Graham, Mrs. Lee, Mr. Jacobson, Mr. Worden, Mr. Bosch, Mr. Newton, Mrs. Rivera, Mrs. Davis, Mr. Wilson, Mr. Vellanti.

MINUTES

The February 26 minutes were approved as written.

AGENDA

1. Community Consultant - Mr. Manuel Estrada has been selected by Mr. Vellanti, Mr. Hawley, and Mr. Lott to fill the position of Community Consultant. Mr. Vellanti submitted basic criteria used in selection as follows:
(1) Preferably a male (2) Some experience in community work (3) Gets along well with people (4) Favorable employer references (5) Interest in working in community activity (6) Preferably a minority group individual (7) Lives in Lansing."
2. Community Coordinator - A search for someone to fill the position of Community Coordinator is in progress. Mr. Hawley and Mr. Vellanti asked Board members to submit names of likely prospects; Mr. Turner indicated that he had a candidate in mind. A job description was distributed to Board members; Mr. Turner asked for a copy of the total package proposal or guideline.
3. Budget: 1970--71 -- Mr. Hawley distributed mimeographed copies of the 1970--71 tentative budget, showing comparison with the 1969-70 actual budget. There was no discussion.
4. University Participants: 1970--71 A list of University fellows recommended for appointment to TTT was distributed. There was no discussion.
5. Spring Workshop reports - Mrs. Graham summarized reactions to the workshop as follows: (a) such a workshop should be planned for participants in the fall; (b) teachers needed a chance to verbalize problems; (c) more informal contact between participants is needed.

Mr. Vellanti stated that workshop participants will receive a compilation of the individual group reports as soon as it is ready.

DISCUSSION

Participants questioned the role of the Advisory Board, feeling that they aren't doing anything.

Mr. Hawley reiterated that the sole purpose of TTT is to change the perception (at University level) of what teacher education ought to be. He remarked that ideas and directions have already come and hopefully will continue to come from this Board to affect both the Lansing School District and the University. Decisions on recommended participants and materials are made by this Board.

Mr. Jacobson stated that the notion is we work on a principle of parity, involving all interested areas and parties. The project as we have created it is imperfect; we are still working it out. The project is difficult to implement; we should be patient and keep trying to do the job better.

Mr. Skinner said that he is not so interested in voting as he is in hearing a report of what is happening so that he (as a member of this Board) can better direct to improve what's happening.

It was agreed that the next meeting should provide opportunity for Board members' discussion with two or three University participants.

NEXT MEETING

May 20 7:30 p.m.

Marilyn Davis
Recorder

TTT PARTICIPANTS

(1969-70 Pilot Year)

<u>Name</u>	<u>Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
<u>Co-Directors:</u>			
Joseph T. Vellanti Lansing School District	5120 West St. Joseph Highway Lansing, Michigan 372-2542	Eastern High School 220 N. Pennsylvania Lansing - 372-1700 ex. 67	No change in address
William B. Hawley Associate Dean College of Education	609 Walbridge Drive East Lansing, Michigan 332-3672	518 Erickson, MSU 355-1737	No change in address
<u>Humanities Clinic Team:</u>			
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Joseph Waldmeir Professor of English	1377 Biscayne Haslett, Michigan 339-1858	226 Morrill, MSU 353-1666	No change in address
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Clinton Burhans Associate Professor of English	114 South River Street Eaton Rapids, Michigan 663-3426	329 Morrill, MSU 353-7183	No change in address
Louis Golob Graduate Student	282 Gunson East Lansing, Michigan 332-2661	518 Erickson, MSU 355-1903	Assistant Professor of Education Aroostook State Teachers College University of Maine Presque Isle, Maine 04769

<u>Name</u>	<u>Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
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Leslie Smith Graduate Student	1251 Grand River, Apartment 21A East Lansing, Michigan 351-7704	201 Morrill, MSU 355-7573	No change in address
Elvira Rivera Community Representative	1122 Westmoreland Lansing, Michigan 489-0844	Eastern High School 220 N. Pennsylvania Lansing - 372-1700 ex 67	No change in address
Marilyn Davis Lansing Teacher English	1218 Red Oak East Lansing, Michigan 337-7097	Pattengill Junior High 1017 Jerome Lansing - 489-1431	No change in address
Henry Bosch Lansing Teacher English	1288 Scott Drive East Lansing, Michigan 332-2223	Eastern High School 220 N. Pennsylvania Lansing - 372-1700 ex 67	No change in address
Manuel Estrada Community Consultant	2034 Wayne Court Lansing, Michigan 882-3706	Eastern High School 220 N. Pennsylvania Lansing - 372-1700 ex 67	No change in address
<u>Social Science Clinic Team:</u>			
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Sam Reuschlein Physical Education	5899 Shadow Lawn East Lansing, Michigan 351-3395	Research Lab Womens' IM, MSU 353-5222	No change in address

<u>Name</u>	<u>Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
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John Henderson Graduate Student	1102 E University Village East Lansing, Michigan 355-5772	408 Natural Science, MSU 355-4557	Assistant Professor of Geography Washington State University Pullman, Washington
Richard Newton Graduate Student	1435 F Spartan Village East Lansing, Michigan 355-1117	None	Temple University Philadelphia, Pennsylvania 19122
Dorothy Lee Community Representative	405 South Jenison Lansing, Michigan 372-6767	Eastern High School 200 N. Pennsylvania Lansing - 372-1700 ex 67	No change in address
Justin Kestenbaum Associate Professor of History	226 Haslett East Lansing, Michigan 332-5325	316 Morrill, MSU 353-7191	No change in address
Michael Asumaa Lansing Teacher Social Science	2917 Woodruff Lansing, Michigan 484-8923	Eastern High School 220 N. Pennsylvania Lansing - 372-1700 ex 67	No change in address
<u>Natural Science Clinic Team:</u>			
Wayne Taylor Acting Director	160 Kenberry East Lansing, Michigan 332-1844	Science Math Teaching Ctr. McDonel, MSU 355-1725	No change in address
Sherwood Haynes Chairman, Physics	2821 East Mt. Hope Okemos, Michigan 332-4893	206 Phys. Astron. Bldg. MSU 353-8662	No change in address
Roger Hoopingarner Director, Biology Research Center	2712 Fontaine Trail Holt, Michigan 699-2428	202 Pesticide Re. Ctr. MSU 355-0308	No change in address

<u>Name</u>	<u>Home Address</u>	<u>Pre-Program School Address</u>	<u>Post-Program School Address</u>
Jean Enochs Assistant Professor of Science-Math Teaching Center	2917 Woodruff Lansing, Michigan 372-3890	23 E. McDonel, MSU 355-1725	No change in address
Don Freeman Assistant Professor of Education	831 Crown Blvd. East Lansing, Michigan 332-0543	321 Erickson, MSU 355-1784	No change in address
Dirk Horton Graduate Student	1303 H University Village East Lansing, Michigan 355-6983	Sci. Math Teaching Ctr. 37 E. McDonel, MSU	No change in address
David Johnson Graduate Student	1103 D University Village East Lansing, Michigan 355-2370	Fisheries & Wild Life MSU 353-9478	No change in address
Lola Morgan Community Representative	4325 Doncaster Holt, Michigan 694-0641	Eastern High School 220 N. Pennsylvania Lansing - 372-1700 ex 67	No change in address
Mike Knauff Lansing Teacher Science	6121 Gardenia Lansing, Michigan 393-6919	Pattengill Junior High 1017 Jerome Lansing - 489-1431	No change in address
<u>School Consultants:</u>			
Chuck Baldwin Humanities	4100 Rivershell Lane Lansing, Michigan 882-9815	Cedar Holmes Building Lansing - 393-3450	No change in address
William Helder Social Science	2225 Groesbeck Lansing, Michigan 882-7235	Cedar Holmes Building Lansing - 393-3450	No change in address
Dave Cross Science	501 Chanticleer Trail Lansing, Michigan 372-2039	Cedar Holmes Building Lansing - 393-3450	No change in address

MEMORANDUM

To: University Clinic Team Members

From: Joe Vellanti - TTT Associate Director

Subject: Feed-back of TTT Experiences to the University.

So that we may determine the method and extent of feed-back from our TTT experiences to the university, would you please complete the enclosed questionnaire and return to me by Thursday, January 8, 1970.

Should you have specific questions, please feel free to call on me at any time.

Phone Number: 372-1700 (Ext. 67)

TTT FEEDBACK QUESTIONNAIRE

1. Have you, as yet, discussed your TTT experiences with university personnel involved in preparing teachers?
2. To whom in the university do you report your TTT experiences?
3. What types of feedback are you making? (Written, oral, pictures, recordings, video tape, slides, other).
4. Are the feedbacks to the university made every month (regularly) or as you feel a need to do so? Explain.
5. Are your suggestions and/or recommendations being considered and/or implemented in a way that will help improve the program (courses, procedures, etc.) for preparing teachers? Give examples.
6. What problems exist in your current method of feedback to the university?
7. How could these problems (question #6) be resolved?

RESULTS OF THE TTT FEEDBACK QUESTIONNAIRE

Question: Have you, as yet, discussed your TTT experiences with university personnel involved in preparing teachers?

yes - 14

no - 1

Question: To whom in the university do you report your TTT experiences?

Department Chairmen - 3

College Deans - 1

MSTC - 3

University Colleagues - 5

Associate Chairmen - 1

Methods Instructor - 1

Associate Dean of College of Education - 2

Coordinators of courses: 327, 450, 200, & 450 - 2

Question: What types of feedback are you making? (written, oral, pictures, recordings, video tape, slides, other.)

Oral and written - 5

Oral - 9

Slides, oral, written - 1

Question: Are the feedbacks to the university made every month (regularly) or as you feel a need to do so?

Irregular as needed - 10

Monthly - 2

Frequent but irregular - 3

Biweekly - 1

Question: Are your suggestions and/or recommendations being considered and/or implemented in a way that will help improve the program (courses, procedures, ect.) for preparing teachers?

1. Introduce new courses - 5

2. Opportunity to work with methods instructors - 1

3. Chance to develop films and materials for classes in schools and university

4. No evidence - 6

5. Doubts changes can be made, included above

6. Changing present courses

7. New procedures in teaching

8. unanswered - 1

Question: What problems exist in your current method of feedback to the university?

1. Not enough contacts and lines of communications - 4
2. Not enough professors involved with influence
3. No direct feedback from Lansing teachers and community people -
4. No system organized - 1
5. No time for feedback - 1
6. No problems - 5
7. Little influence of grad assistance on superiors

Question: How could these problems (question #6) be resolved?

No response - 7

Recommendations:

1. Assign feedback to a clinic team.
2. Recruit from only a few university departments and contribute the primary effort here.
3. Interview with WKAR - Channel 10
4. Use more teachers and community representatives in planning and implementation
5. Use greater # of university people involved in TTT
6. Involve course instructors more directly than at present
7. Hold seminar sessions on campus for grad assistants
8. Organize a regular schedule for feedback

TTT PROGRESS REPORT

Dirk Horton

October 30, 1969

POOR ORIGINAL COPY - BEST
AVAILABLE AT TIME FILMED

Experiences:

1. Participated in orientation activities - found most to be helpful.
Suggestion: More contact with students

2. Observed Natural Science
Observed English
Observed American Government
Observed Debate

Suggestion: There is some value in observing various subject areas because the variety of different teaching styles.

3. Attended curriculum steering committees in
 - a. Earth Science
 - b. English
 - c. Secondary Science

Suggestion: No comment, but experience was enlightening.

4. Worked two days with community people in activity room supervision.

Suggestion: Good experience for all.

5. Visited Lansing Community College
Observations: Audio visual tutorial programs present good solution to staff shortage problems - could be applicable to much of the science programs in Pattengill/Eastern complex.
6. Attended regional AAPT meeting (Illinois Section) Obtained information about Illinois project physics which uses TTT philosophy in alternating to improve secondary physics teaching. I am organizing this information into convenient form and am distributing this to local physics teachers.
7. Visiting selected education 200 classes at MSU
8. Attended TTT Cluster meeting.
Observations: Extremely valuable experiences - much progress in understanding problem of community-university-public school cooperation.

Conclusion:

The TTT Model of Action has several assumptions:
TTT is a:

1. Cooperative university, community, public school project. This assumption implies each group brings an expertise to the clinical function.
2. Two primary tasks in the pilot project year are (a) to develop a colleague relationship with the Eastern-Pattengill staff and (b) to involve the community in the clinic level function of TTT as participants in the seminar experience.

Hypotheses

1. Achievement of task (a) requires extensive classroom participation with individual teachers.
2. Casual observation is not enough.
3. TTT participants should assume the teaching role in the classroom for several weeks (Lansing teacher recommendation)
4. Teaching is not an end but a pre-requisite for developing a college relationship with teachers.
5. If the three community people participated in each team seminar activity more balance would result.

HUMANITIES CLINIC TEAM REPORT

(November 4, 1969)

THE TTT AS SEEN BY:

I. Mrs. Jan Rymal (English)

To her, the TTT is a tremendous and wonderful program. Being rather exuberant and bubbling over with a natural enthusiasm, she involved two Triple T participants in the class discussion on their first day of visiting her class. When one of the participants, who is working with her presently, took over the class one day this week and talked to them about Edgar Allan Poe, she felt that the TTT was an excellent and stimulating project.

The wealth of material the professor presented and his own background provided a motivating educational experience.

II. Mrs. Joan Meloney (English)

Mrs. Meloney also has a TTT participant working with her in a General English class. At present she can make no definite statement about the project because of the nature of the class. She does not feel it is fair to hand such a class to a TTT person presently, but she is hopeful that the two can discuss the situation and come up with some ideas on how to stimulate and motivate this group. She is looking to TTT for some answers to this problem of getting General English students interested in English and participating constructively in classroom activities. (This is a common concern of all General English teachers.)

Mrs. Meloney says that she would like to talk to some college classes in teacher preparation to help future teachers be informed about the great diversity of student abilities and attitudes in our modern high schools.

III. Mrs. Leah Graham (English)

Mrs. Graham is favorably impressed with TTT as a result of contact with the clinic team representative working with her 8th and 9th grade Team Teaching group. she is appreciative of his constructive, objective observations and contributions to curriculum, evaluation, and participation and interaction with groups of students.

IV. Miss Mary Padden (English)

Miss Padden has expressed appreciation of the serious and business-like attitude of her TTT observer. The observer takes an active interest in whatever the class assignment is daily, and she appears to take copious notes during class hours. She has sought Miss Padden's explanation and interpretation of students' behavior and reaction to various classroom situations, and she has participated in providing explanation to students in a grammar lesson.

V. Mrs. Marilyn Davis (English)

Mrs. Davis is appreciative of the interest shown by her TTT observer in the several facets of her 7th and 8th grade Team Teaching class. He wanders freely between sections of the class, observing student writing, discussion, grammar, spelling, reading. He stops to speak with individual students and notes with interest their varying responses to his attention.

SCIENCE CLINIC TEAM

Teachers' Reaction to TTT

- I. Mr. Sam Febba - Is not as involved as others, but has been pleased with contacts so far.
- II. Mr. Bud Howard - Doesn't think the professors are getting as deeply involved as they should be. To get a real feeling of the class of students, one must be involved for an expended length of time (8 weeks minimum). Should strive for a five day week.
- III. Mr. Bill Koons - The program has been falsely presented according to teachers he has spoken with. TTT is not doing preparing to change teacher training programs at MSU. People are not aksing the right questions to the right people. (New teachers what their short comings, old, their suggestions).
- IV. Mr. Henry Adamski - Is pleased with action so far, feels there is need for more involvement (at least to teach a class a week). The program is progressing well. It should continue to gather speed and involvement.
- V. Mr. Keith Poshcer - Hasn't seen anything on which he could make comments.
- VI. Mr. Wendell Fuller - Hasn't seen much of TTT yet.
- VII. Mr. Gil Gearsall - Has seen some exchange of ideas occurring between teachers and professors but hasn't been too involved himself.
- VIII. Mrs. Roberta Jalobowitz - Is quite happy thus far in the potential which she has seen. E.G. Lola has been helping a lot in 1st hour math each day. The team teaching plan with the biology people sounds very good and is something which should satisfy a lot of questions. She is the most involved teacher.
- IX. Jeannette Halliday - Has not become involved enough to make any comments about TTT.
- X. Mr. Roger Bunker - Is unhappy with the method of people coming into his class. He would like people involved but on a constant schedule. He would like more communication. Is unsure of his involvement and what TTT expects to gain from his classes.

SOCIAL SCIENCE CLINIC TEAM REPORT

Teacher Reactions to TTT

The following are typical of the comments made by the Eastern/Pattengill teachers who have had experiences so far with the TTT Project in Social Studies:

1. "University personnel - where are they? They may be doing something, but never seeing them, we can't be sure.
2. They sure look bored when they observe in classes.
3. How about talking a while about what was done in a class that was observed?
4. They got up and left before the class was over. Why? Were they bored, have another meeting, or what? No explanations were given.
5. When are they going to start teaching? It has been two months since you guys got started.
6. Are they going to experience what we do. through a full day - our full day?
7. Does any care about Junior High?"

Thus far, teacher reaction is still neutral, but tending toward the negative because of the limited - but not very satisfying - contacts they have had with university staff persons. Their comments do not generally reflect their experiences and attitudes relating to the graduate students on the Social Science Clinic Team.

Recommendation: classroom participation and teaching as soon as possible by as many University personnel as possible. This should be done for two reasons: (1) it is a high visibility activity which gives the project "ins" necessary for other later activities; it creates the image we need; and (2) it is necessary to learn the reality that exists in the public high school; E/P teachers stress this aspect heavily.

TTT PROGRESS REPORT

(Sam Reuschlein)

My comments relative to the progress of the TTT Project must be viewed cautiously, as they are based upon an incomplete knowledge of the activities of the various project teams during the last six weeks. This lack of knowledge has been caused by my frequent absence from TTT Project activities during the month of October due to several prior commitments which required me to be out of the city during most of this time. And herein lies one of the problems with the current project. Several of the college people have had difficulty in regulating their schedules so that they could have uniform blocks of time to devote to Project activities. More involvement, preferably full-time, of the college personnel is needed for the successful completion of the TTT Project tasks.

Another problem is a lack of interchange in ideas among groups within the project which interchange should be encouraged by having the various teams present progress reports to the entire TTT group for their reactions and suggestions. The community representatives, the public school personnel, and the project administrators have been most active. Community people are now being more actively involved, and if the college people would renew their efforts, perhaps the project could move ahead with greater effectiveness and efficiency.

Under the present organizational pattern and approach, it does not appear that the various clinic teams are going to be very productive in identifying school/community related problems. It is necessary that such problems be identified so that we might intelligently set about to rectify these problems and situations. It is also evident, because of the above facts, that very little meaningful change will probably take place in the teacher training programs of the colleges.

My personal activities to date have centered around observing the teachers and the students in the classroom situation. Much of my time has also been utilized in conference with the individual P.E. teachers, and the students at Eastern High School. My main purpose in talking with the teachers and students has been to learn more about the teaching-learning process at Eastern. I have attempted to identify problems as perceived by the teachers and the students.

Currently I have made arrangements with the community representatives to the TTT Project to talk with various community people in an attempt to determine their views on the place and purpose of P.E. in the problem inner-city school. It is hoped that these observations and discussions will identify some meaningful problems relating to the high school students physical education curriculum, which problems we can attempt to solve as a group. During the phase of the project, I will participate as a team member in the team teaching process as we attempt to try out new ideas in the physical education program. Some of these problems will have implications for more than just the teachers and high school students. Some of the problems will directly influence the undergraduate preparation programs in the colleges. It is my hope to help effect change in the P.E. teacher training program as related to the problems identified and "solved" as a cooperative project effort. Community people and public school people should not only be an integral part in this curriculum revision process at the college level, but should also have the opportunity to observe and participate in more of the teacher preparation activities than just supervising the student teaching experience.

Therefore, it is also my plan to involve the public school people in some of our basic teacher preparation courses both as observers and participants.

TTT PROJECT

(Nov. 13, 1969)

Progress Report - Leslie Smith

As a "teacher of teachers," I have found my experiences in TTT so far extremely interesting and informative. The opportunity to observe different grade levels and types of English classes is invaluable for getting a broad picture, whereas prolonged observation of certain classes helps provide some depth. The teachers have all been very helpful and ready to answer my many questions and discuss problems as well as let me watch their classes. In return for their time and also as a valuable curriculum planning experience, I hope to work out some useful suggestions for the general English classes by gathering their comments with my own observations. Perhaps the combination of the practical experience of the teachers with the fresh outlook of an outsider may produce workable ideas which neither could alone. This, I think, may be one of TTT's main contributions in various subject matter fields.

Progress Report - Lou Golob

While I've observed classes including art, industrial art, vocational classes, and a social studies class which have been very enlightening, I feel that the most significant thing for me has been the opportunity to carry on continuing talks with a number of teachers. I think this is very important in attempting to identify the kinds of educational problems we are concerned with.

I see my involvement in the immediate future as encompassing several things. One will involve working with Lance Shade (art) in identifying a specific art education problem we will work together on resolving. The other will involve my dissertation survey which is closely tied into TTT objectives.

TTT PROGRESS REPORTS

(Stan Wronski)

To me, the outstanding advantage of being involved with the TTT Project has been the opportunity to work directly with secondary school teachers and pupils. The mere presence of our office at Eastern has afforded me the opportunity to meet and confer informally with various social studies faculty members at Eastern and Pattengill. Although my contacts with students thus far have been rather limited, I look forward to much greater acquaintance with them in the very near future. This will come about through my teaching some experimental units designed for secondary school use. Even the minimal contact I have had thus far has given me a feeling of involvement with secondary school students that I could not have gained in any other way than through the TTT Project.

(John Henderson)

The goal of TTT is broad reaching, and therefore, difficult to achieve in a short time. Progress is only measurable in small increments. In order to prove effective, TTT must initiate attitude change in both teachers and teacher trainers.

In my work with the World Geography course at Eastern, I found that the course was taught in a very traditional manner; consisting primarily of map locations. Perhaps the best way to impliment a conceptual format for such a course is to provide new, easy to use materials.

Changing attitudes of the teacher trainers may be more difficult. However, our experiences in TTT can be taken back to the university and used first in our own teaching, and by means of discussions or seminars with other professors and teaching assistants, our experiences can be used throughout the department.

I taught a two week unit based on the study of Canada. The primary objective of the unit was to introduce the following geographical concepts: a) the time dimension, b) culture change, c) environmental perception, d) regionalism, and e) function of central places.

Student evaluations were made at the end of the unit. Visual aids employed and the days spent on perception were, according to the students, most popular and effective. Since geography is essentially a science of observation, the use of visuals is manditory. But such aids must be used as part of an integrated theme. High school pupils are quick to relate what approaches interest them. Lectures or endless map work turns them off. Well planned visuals are the greatest aid to the teaching of geography in a high school setting.

TTT PROGRESS REPORT

Don Freeman

I. Experiences:

- A. Participation in orientation program
- B. Observation of several junior high general science classes and a high school chemistry class.
- C. Extended observation of high school biology and natural science class taught by Mr. Howard.
- D. I am preparing and will present a two week unit in three classes (one biology and two natural science).

II. Observations:

- A. There is a gross difference in the type, and effectiveness, of junior high and senior high science teaching.
- B. The major weakness of junior high science teaching at Pattengill is an apparent lack of concern for the relevance of the material being presented. Emphasis is almost totally on recall. The material students are asked to recall rarely corresponds with significant life situations (e.g. when was the last time you used your knowledge of the external anatomy of a twig?)
- C. I am favorably impressed by the teacher - student relations at both the junior high and senior high school levels. Teachers are warm and friendly with students and there are few discipline problems.
- D. Teachers leave little time for planning, but why are they so reluctant to share effective techniques?
- D. At the high school level, the material seems more relevant. There is far more emphasis on inductive teaching strategies. yet the planned activities often require only a few minutes and the rest of the class time is literally wasted.

III. Suggestions:

- 1. There must be greater agreement on the basic purpose of TTT.
- 2. A careful designed, general plan of attack on this goal must be developed.
- 3. All members of the TTT Program must be meaningfully engaged in the pursuit of this goal.
- 4. There must be greater communication within the TTT Project as well as between TTT participants and individuals from the schools and community.
- 5. When individuals are recruited for next year's program (assuming it is funded) they should be provided with a fairly clear description of their expected role in the TTT Project. Those who wish to continue in the project for more than one year should be encouraged to do so.

David I. Johnson

Progress Report on TTT

Oct. 30, 1969

My experience with TTT began early in September, when I participated in the orientation program developed by the summer clinic teams for the Eastern-Pattengill Service Area. This experience was beneficial in communicating the socio-economical variances within the Lansing School System, particularly the Eastern-Pattengill Service Areas.

During the orientation week and in the time since that week, arrangements were made for visiting, observing and participating in the classrooms of the Pattengill and Eastern complex. As a result, I spent two complete days from 9:00 A.M. to 3:00 P.M. with Rodger Bunker, observing his seventh grade life science classes and his ninth grade biology classes. I also spent another day observing the natural science classes and biology classes of Bud Howard at Eastern High School. For participation, I was asked by Rodger Bunker to prepare a class presentation on the topic "Evolution and Creation" for his ninth B.S.C.S. students.

In addition to the contracts in the Eastern-Pattengill Complex, more biologically-oriented contacts have been made with Sexton High School's biology and physics departments. Hopefully, I would project visits to every school in the Lansing area for observation and discussion of biological education and the role of the university in training biology teachers.

Further participation by the Clinic Team in the actual role of classroom teachers has been proposed. This proposition is that the Science Clinic Team would take over the planning, teaching and development of the

seventh grade life science class of Roberta Jacobwitz in Pattengill Junior High School. Such experience should help meet most of the specific goals established in the TTT Perspectus.

The first specific goal of involving Senior Professors will partially be met by their planning and their teaching the life science class. There is also the possibility of involving a student teacher from the university in accomplishing this goal. Secondly, one of the team's major purposes will be utilizing community materials and the community environment in classroom teaching. If this goal is reached, other teachers in the school project area may use the materials secured by the team. Fulfilling Specific Goal Three will come with the use of authorities from the university whose specialty is the Unit Subject Area.

Because of the participation of local teachers and university personnel in establishing and perfecting the team teaching approach to life science, the difficulties and successes in training future science teachers can be discussed and acted upon. Maximum student feed back from the team taught course would provide reactions and responses that would be helpful to teachers who desire to meet the needs of their students more effectively.

Through interviews with individual teachers, the Clinic team will probe the philosophies, attitudes, and desires held by each person regarding his or her role as an educator, the role of the university, and the preparation of future science teachers. Also, interviews will be held with student teachers in an effort to discover the weaknesses and assets of the present teacher preparation system. Their attitudes toward their student teaching experience will also be considered as the last specific goal is attacked by the Clinic team.

In addition to the specific goals of the TTT program, I have established individual goals for myself. One major experimental goal would be the development and comparative testing of an inexpensive, audiovisual tutorial

system aimed at the student who is handicapped by a limited reading ability. Also, it is my desire to test the feasibility of using the local environment as a laboratory. In conjunction with this, I would attempt to utilize local parents to aid in transportation for field trips. Personally, I would value the criticism of my peers and the use of the video tape in self-evaluation as a final individual accomplishment and value.

As I view the role of the Science Clinic Team, I see a unique opportunity to present and make available to teachers, various methods of teaching in order to better meet the needs of students. In this, the pilot year of the TTT program, I desire to see more ideas of team, team and teacher, and team serving teacher activities generated.

David I. Johnson

TTT PROGRESS REPORT

(Dr. Richard F. Newton)

TTT has allowed me to gain a multi-faceted perspective about education that would have been difficult to obtain through the traditional institutions which deal with teacher education. This view is quite a change from the myopic one we so often operate from. The varied interactions which one has in TTT would be very difficult to come by outside of a program such as TTT. Indeed the biggest advantage of a program such as TTT may be that it is not simply another program. Rather, it seems to be a process with an objective: How can teacher education become more effective considering the realities of the school environment? Through TTT the many different components of the educational enterprise are able to come together in a situation where something can be done about implementing this objective. In the process of this interaction all parties are allowed opportunities for growth. This opportunity to grow will undoubtedly have impact on how I will teach in the university and what I feel is important for future teachers to know about the schools. It would be an excellent strategy if more people involved in the educational realm and especially teacher training could have an opportunity for such a set of experiences.

Social Science Clinic Team

Report of Activities 9-25-69 to 11-14-69

The Social Science Clinic Team is operating on the premise that we must become familiar with the faculties, and students of Eastern and Pattengill schools before any attempt at problem solving begins. Without these inter-personal ties, problem solving might well become only a superficial activity; a process inbeded in its own sterility. Thus, in an attempt to strengthen the relations between TTT and the faculties of the two schools we have:

1. Met with individual teachers from both schools in an attempt to discover their educational concerns.
2. Arranged meetings with various groups of students at Eastern (both formal and informal groups) in an attempt to gain some understanding of how they view schools.
3. Met with the social studies coordinator of Lansing School District to gain a knowledge of how the district sees their total K-12 program.

In order to gain a complete picture of the reality that exists in schools, and to gain a better understanding of the problems that exist in the schools we have felt it necessary to create "licenses for doing." In an attempt to gain these licenses for doing, we have:

1. Been observing in social studies in both the senior and junior high school.
2. Acting as guest speakers in the humanities course.
3. Substituting for teachers so that they may act as guest speakers at the university.
4. Attending the school district's Social Studies Steering Committee meetings.
5. Working with individual teachers on problems and concerns they have brought to TTT.

In addition to all of these above items, some of the long range items which are now involving the time of the Social Studies Clinic Team are:

1. The creation of a 10th grade American History course. This course is designed to function as a demonstration of what might be offered as a viable substitute for the traditional program.
2. The development of a pre-test for the above course. This test is to be used as an example of what can be done in making a reliable and valid testing instrument.
3. The introduction of a unit from the Sociological Resources for the Social Studies. The social studies department chairman at Eastern is working with the team in the teaching of this unit and this unit is being used as a vehicle for the introduction of the "New Social Studies" in the high school.
4. We are in the process of undertaking the development of a course designed for 9th grade non-readers. The request for this activity was initiated by a junior high teacher who felt that the need for work in this area was critical.
5. We are also in the process of looking at the junior and senior social studies curriculum to see what can be done to improve articulation between the two programs. This problem was stressed by teachers at both schools as one which has caused a great deal of difficulty in the past.

I. Self-Criticism by S. K. Haynes.

1. All classes too much the same. Need a change of pace in every class.
2. Need improved discipline. Hopefully this could be achieved by keeping selected students after school and talking to them. Improvement on item one would also help.
3. Relative to item I there is need in this unit for:
 - a. More demonstrations
 - b. More audio-visual aids
 - i. movies
 - ie. film loops
 - iee. slides and overlays
 - c. More laboratory exercises.

It is difficult to do more demonstrations in nuclear physics in a public school. The equipment is too expensive and too time consuming to maintain and set up. I would favor instead substitution of audio-visual experiments.

Movies are difficult because the projector is available only Thursday. However, even with this limitation, I believe careful advance planning could bring in the movies at the relevant time. For instance, it would have been better had the atomic energy movie of about six weeks ago come on Dec. 4 the way things worked out. I am not sure how bad the lead planning time is, but Mike Knauff thinks it might be much worse in Life and Earth Science than in Physical Science.

It seems to me that a film loop projector could be very useful in this unit. It would not be subject to the difficulties of real demonstrations nor to the physical limitations of movies. For example, Encyclopedia Britannica Educational Corporation has the following loops:

Changing and Discharging Balloons	Color No. 81305 Super 8 \$22.00
Discharging the Electroscope -	81307 Super 8 22.00
Conduction and Ionization	
Astori's Mass Spectrograph	80209 Super 8 17.60 Reg. 16
Determining Half Life of a Radiosotope	31264 Super 8 17.60
Radiation Intensity and Density	81265 Super 8 17.60
Chain Reaction--Controlled Chain Reaction	80206 Super 8 17.60 Reg. 16
Critical Size	80207 Super 8 17.60 Reg. 16
	Less 10% for 10 or more.

A Super 8 film projector costs \$162.50.

There are also many other film loops which could be used in other parts of the course.

If I were doing it over again, I would discuss the cloud chamber and show slides of different particles and different reactions in the cloud chamber. I assume one can have a lantern slide projector.

I have given some thought to possible laboratory exercises and have come up with two.

First, an exercise on radioactive decay using dotted seegar cubes as the random probability generator and 100 tokens as radioactive atoms.

Second, a mock-up of Rutherford Scattering using a very small hidden magnet in a strip of wood. A steel ball is rolled slowly over it with random aim. The percentage of appreciable deflections gives the relative size of the magnet (nucleus) to the strip of wood (atoms).

4. I need to involve the students more in class operation. Lab experiments do this all right. I guess when they have study time one could make the film loops available also but I would like suggestions as to how to do it more.
5. I think my outline idea was good though no students commented on it. I believe that some systematic gradual increase in homework starting with small units might get the students working more.
6. I believe that there should be a small reference library in the room and some provision should be made in the course for using it when students ask questions whose answers are not known to the teacher. (examples: color photography, solidification of gases) Also better students when they finish in class assignments could look in the books.

II. Student Comments

Highly technical I
need more experiments III
use some movies I
use some film strips I
didn't like equations I
didn't understand well IIIIIIIII didn't get much out of it
didn't really answer questions I
too big words I
test questions not clear II
we need a little more thought or help I
you took too much time explaining things I
you should not do it all yourself -- let kids do it I
less work I
less tests I
when you explain a question on a test you make it harder for us to understand I
Geiger counter interesting IIII
liked electrostatic experiment III
program good in introducing college procedures I
taught well at times II
liked the way you talked with us and explained things III
section on radioactivity interesting
enjoyed having you here II

should make more notes on what we study I
disappointed in our behavior I

III. Future Program

1. Write up the two experiments and design apparatus for the scattering experiment.
2. Make cloud chamber slides for Mr. Koons with explanations.
3. Recommendations for new teachers
 - a. discipline is very important
 - b. get students involved
 - c. vary procedures in middle of class
 - d. devise strategies to get students to read and study
 - e. try to use simple vocabulary

DISCUSSION PROBLEMS AND QUESTIONS FOR "PROBLEM CLINIC SESSIONS"

1. How do we organize and monitor an adequate communications network to assure effective feedback to the action groups touched by TTT, via. the university, schools, and community?
2. What strategies for change in teacher education programs work best? For example, how do we provide for continuing responsiveness to the real needs of schools, teachers, students on the part of teacher training institutions?
3. What procedures for recruiting new TTT participants are most effective? Likewise, what techniques produce the motivation for a variety of levels of involvement in TTT activities for both professorial (TTT) and graduate interns (TT)?
4. How do we assure real community involvement in TTT activities? It is recognized that community involvement is a two-way street; both heighten interest and responsibility for schools on the part of the community people and responsiveness by university and school personnel to the views of the community.
5. Are there ways to provide for participant interchange between projects? Both interns (TT) and professors (TTT) could benefit from on-site interchange experiences.
6. What operational definitions of parity produce the most effective results in TTT activities?
7. What roles ought the Advisory Board (or whatever the governing board is called) to play in the conduct of TTT activities?
8. What role should TTT activities and experiences play in the doctoral programs of TTT interns? That is, what methods can be used to coordinate the demands and requirements of doctoral advisors on interns and the role the interns play in the project?
9. How can we generate better job descriptions or role definitions of teachers? If we are to make an impact on the trainers of teacher trainers, it is highly desirable to possess a realistic compendium of teacher roles in the schools.
10. What role should a TTT project have in identifying and recommending solutions to problems of curriculum in the schools and in teacher education programs in the universities? That is, can TTT deal effectively with substantive issues of education, such as school structure, curriculum, grading, practices, evaluation, teacher roles. How? Another way of putting it is: does TTT perform therapeutic functions in dealing with school problems? Can we get beyond the observation, data collecting stage to action oriented programs?
11. How can professors and teachers be motivated to co-operate on team oriented activities? Can the styles of professional life peculiar to the university professor and the school teacher be co-ordinated?
12. Can an action directed synthesis between the knowledge of academic disciplines and school necessities be affected?

DEPARTMENT OF ENGLISH • MORRILL HALL

January 6, 1970

TO: Marilyn Davis, Humanities Team Coordinator, TTT
FROM: Joseph J. Waldmeir
SUBJECT: An evaluation of my participation in TTT

I joined TTT in an attempt to learn what sorts of problems junior high school and high school English teachers face, and to determine whether changes in the English curriculum at Michigan State might be made in order better to prepare new teachers to cope with them. My method was to visit classes at Pattengill Junior High and Eastern High School on a regular basis, and to consult with teachers, students, and, informally, with other Humanities Clinic Team members.

Among the most important things I learned were 1) That many teachers felt that their methods course had been too abstract, too theoretical to prepare them adequately in their subject matter area; and 2) That many of them would have appreciated some sort of pre-practice teaching experience in a classroom--not merely as visitors, but in some participating capacity. I am pleased to report that the English Department at MSU, under the leadership of Professor Stephen Judy, is instituting a new program designed specifically to answer both these needs. With the support that the project is receiving from Professor Hollingsworth, the Chairman, I feel certain of its success. I would prefer that Professor Judy be asked to explain this program since he has developed it and is working with it.

However, I also learned of some other problems which I feel far less optimistic about solving. First of all, I learned that we are probably not teaching teachers to teach American literature as it is taught in high school, at least at Eastern. We do not teach a survey of American literature at MSU; it is taught as a survey at Eastern. I do not believe that it is possible to incorporate an American literature survey into our curriculum at this time, though we are instituting an English

Marilyn Davis, Humanities Team Coordinator, TTT
January 6, 1970
Page 2

literature survey in 1970-71. Too many things militate against it, among them the existence of American Thought and Language (which, unfortunately, cannot do the job) and the attitude of the faculty. I will continue to do as I always have, and set my 400 level courses in a historical and ideological framework; but I can offer no guarantee that other professors will do the same.

Secondly, a related problem: Most teacher trainees are not the best judges of the courses they ought to take; and since they are pretty much on their own in course selection, they often come out poorly prepared to teach the courses they will be given. They are guided too often by personal preference, by "interest"; they fill their programs with twentieth century courses, courses in contemporary literature, in Negro literature, etc. And while they may come out starry-eyed with relevance, they don't know how to begin to cope with the eighteenth and nineteenth centuries, with the literature they will be asked to teach. I do not know the solution to this problem, except somehow to have the schools inform these people what will be expected of them when they reach the outside. I dread the thought of having my son taught American literature by a committed, crusading "relevancer" who is also a historical and intellectual nincompoop--especially if he will be going on to college.

A third related problem, this one solvable only by the schools: A significant percentage of the English teachers in most schools, including Eastern, are not trained to teach the subject. Many are drama and/or speech people, some even are social studies trainees. While I have nothing against these disciplines, I firmly do not believe that they prepare people to teach writing, grammar, or literature. The ancient belief that anyone can teach English is still operative and still as harmful as it was a hundred years ago. Again, I have no solution; I'm sure the problem is complicated by many non-academic factors, including and especially money. But as long as the situation prevails, all of the changes in the English curriculum at any university will go for naught.

Joseph J. Waldmeir

JJW:jes

MICHIGAN STATE UNIVERSITY/LANSING SCHOOL DISTRICT/CITY OF LANSING COMMUNITY

Trainers of Teacher Trainers Project
Year End Project Evaluation Seminar

Monday, May 18 - Union 33

8:30 - 10:00 a.m. Media Presentation and Seminar Week in Perspective
10:00 - 10:30 Coffee
10:30 - 12:00 Individual writing on reports
12:00 - Lunch Break
1:30 - 2:30 p.m. Clinic Teams meet
How have teams moved toward goals?
Selection of chairman and recorder for each team

Tuesday, May 19 - Union 33

8:30 - 10:00 a.m. Community component - review and projection
(Manuel Estrada, Meeting Chairman)
10:00 - 10:30 Coffee
10:30 - 12:00 Individual writing on reports
12:00 - Lunch Break
1:30 - 2:30 p.m. Clinic Teams meet

Wednesday, May 20 - Union 33

8:30 - 10:00 a.m. Graduate Student component - review and projection
(Leslie Smith, Meeting Chairman)
10:00 - 10:30 Coffee
10:30 - 12:00 Individual writing on reports
12:00 - Lunch Break
1:30 - 2:30 p.m. Clinic Teams meet

Thursday, May 21 - Union 37

8:30 - 10:00 a.m. Lansing School component - review and projection
(Mike Asumaa, Meeting Chairman)
10:00 - 10:30 Coffee
10:30 - 12:00 Clinic Panel - William Helder, Panel Chairman
12:00 - Lunch Break
1:30 - 2:30 p.m. Panel Continues

Friday, May 22 - Union 33

8:30 - 10:00 a.m. Professorial Fellow component - review and projection
(Don Freeman, Meeting Chairman)
10:00 - 10:30 Coffee
10:30 - 12:00 Recommendations for University and School District in
Teacher Education Programs
12:00 - Lunch Gold Room

TTT SPRING WORKSHOP REPORT

GROUP I

Chairman: Virgil Scott

Recorder: Doris Palmer

Criticism of the TTT focused on the following:

1. Means of selection of coordinators. Members expressed question how much adherence to the Master Contract was required and whether people involved understood the factors involved.
2. Means of selecting MSU visitors. The actions of some MSU personnel in the classroom raised the further question of exact purpose of TTT and the part MSU and high school teachers should play.
3. Need for more use of community workers, especially with high school teacher, involving the community in more areas affecting the high school student.
4. Need for closer coordination between TTT workers and high school teachers and administration before institution of innovative programs. The coordination could avoid repetition of ineffective programs that teacher's experience or other knowledge had become aware of and avoided.

Suggestions for better use of TTT programs:

1. College personnel to work more than one term to enable more familiarity and production in high school programs.
2. Clinical-approach-to-student suggestions, as prospective student, college teacher, counselor, high school teacher, and high school students (perhaps 10) could discuss situations involving high school education.
3. Sophomores in college could be allowed to substitute the following for the course, Education 200:

Under the direction of the college instructor, the student could observe the public school classroom and participate in its workings where advisable. He should compile his observations in a written report.

4. The TTT organization and the Lansing school administration should encourage the use of human resources by (a) freeing the high school teacher during the day to cooperate with TTT personnel in conferences, (b) bringing in community persons to aid the educative process, (c) encouraging and using parents' participation, (d) involving the students in a constructive way. To aid in more clearly defining educational goals and improving teaching techniques, any results from clinical observations should be put on record for use by both college and high school teachers and administrators.

TTT SPRING WORKSHOP REPORT
GROUP II

Chairman: Bruce Burke

Recorder: Jan Rymal

Suggestions: These are NOT meant to be personal--only a group suggestion!

1. A concentrated effort should be put forth to eliminate the affluent failure of TTT in the Social Science area in Junior High.
 - A. More selective of university personnel.
 - B. Professors have specific time in class.
 - C. If make a commitment, must follow through.
2. Orientation for TTT people next fall at St. Mary's.
3. Teachers and community action people visit home of student with permission of student and parent.
 - A. TTT people relieve teachers so this is possible.
 - B. A follow-up by having a group of parents meet afterwards. We would pick them up--coffee, etc.
4. Initiation of TTT directly involved with the student teacher.
5. Involve the 1st year teacher in TTT.
 - A. Not direct observation at first.
 - B. Conference with TTT people to relate first reactions and mistakes. (Trials and tribulations)
6. Involve the student more.
7. Involve the administration. (Where were they yesterday?)
8. Direct meetings with curriculum committees of the university academic departments, as well as with the methods block and TTT teachers and professors.
9. Through model city, get interested parents and others to act as para-professional aids in the school.

TTT SPRING WORKSHOP REPORT

GROUP III

A.M. Session

Chairman: Dan Jacobson

Recorder: Pat Sommers

During the morning session, group three raised many questions. The following were some the group felt were more important to answer:

For all educators:

1. What are the true goals of education?
2. How much training, knowledge, and "education" for future teachers is the College of Education responsible?
3. Should a different approach of education be taken in junior high as compared to senior high?
4. Are future teachers being trained to adapt to face a real existing school system rather than an ideal learning situation?
5. What is an educated person supposed to be?
6. Has the College of Education asked teachers for feedback on where the university has failed?

For the TTT Program:

1. Feedback should be given to teachers involved in the program. This should be done on a regular basis.
2. Monthly meetings are needed for individual areas (clinic teams) for exchange of ideas, planning, and information.
3. The program does not always have teachers (college professors) with a solid background in ed. classes dealing with "how to teach" who train teachers involved.
4. Why can't more "ordinary, plain parents and kids get more involved in TTT?
5. A teacher and professor should have ample time to organize and plan lessons they are using in the classroom.

TTT SPRING WORKSHOP REPORT

GROUP III

P.M. SESSION

Chairman: Dan Jacobson

Recorder: Pat Sommers

The following points have been suggested by group three for TTT (as constructive innovations):

1. Maintain present structure of clinic teams, but have much more dissemination among and within those teams.
2. Cover the waterfront of both schools. (Eastern and Pattengill)
3. Selection of coordinators - must have time (more than just one hour per week) and willingness.
4. Schedule for professors:

Teach but use structure and flexibility

Go out into communities

Be at the school all day (7:45 - 3:30)

The above three points are suggested to enable the professor to step into the skin of a public school teacher as closely as possible.

5. Monthly informal meeting of all personnel involved in TTT.
6. Next year, make use of TTT people who are involved this year--for observation, suggestions, evaluations, criticisms, insights, etc.

TTT SPRING WORKSHOP REPORT

GROUP IV

Recorder: Barb Drake a.m. Recorder: Sam Febba p.m.
A.M. REPORT

Many of the problems are school problems, not just TTT problems.

MSU people should sit through an entire week, all day, with a teacher so that they get a more complete picture of the schools. If they drop in, they very likely will get a rather inaccurate picture and then return to the university and make changes based on false ideas.

Clinic teams are in an unreal teaching environment of one or two classes, with short units to prepare, in their field.

When TTT professors come into a school, they should work with the whole department and put more into the system, not just observe.

One member said that when TTT leaves, the department at our school will be the same as before, no real changes.

Some of the professors only seem to want to work with the poorly motivated students. (It's "in" now, just as the gifted students have been the center of interest.) We need to work on the middle, the majority, of our students.

P.M. REPORT

1. Anyone teaching a methods course in a teaching training program should have had x number of years teaching experience, and should have to get back out into the public schools one year every x number of years.
2. What is the best way to improve teacher training?
 - A. Refine some courses
 - B. Add other courses
 - C. An intern program
 - D. An extern program
 - E. Drop education courses except student teaching
 - F. All of the above
3. Triple T should approach individual teachers for participation. Eliminate progress reports at general faculty meetings replacing them with small group conferences.

TTT SPRING WORKSHOP REPORT

GROUP V

Morning Session

Chairman: Leah Graham

Recorder: Ellen Anker

1. Was the primary duty of the TTT participants that of researching and recognizing the problems or of participating in the solving of them?
2. The participants could not receive a full view of classroom situation for merely 2 days a week--he should follow 1 or 2 teachers for the duration of 1 hour a day.
3. Two to six participants in one room together was an unreal situation. The participants should experience the situation of a student teacher.
4. Must be emphasized that TTT not looking for a teacher but for a situation. Many teachers felt threatened and slighted after being observed and not having a follow-up experience.
5. Classroom teacher should be involved in university methods classes. Teachers should have released time and extra funds.
6. An overlap from year to year should exist between graduate assistants and professors.

TTT SPRING WORKSHOP REPORT

GROUP V

Afternoon Session

Chairman: Leah Graham

Recorder: Ellen Anker

1. Since a grad can't come to Eastern, our students should be brought to both 300 and 800 level ed. courses.
2. Time should be spent talking informally with students to determine what their level of expectation in life is, and then planning a unit with them.
3. Clinic of grad students at the high school to be used as a regularized communications network.
4. TV used to film classroom and incorporate into methods course.
5. Beside exposure to classroom:
 - A. Curriculum meetings
 - B. Faculty meetings
 - C. Normal extra-curricular-athletics, newspaper
 - D. View the tension of containing students for entire day
 - E. View noon programs
 - F. Acquaint with services--library, counseling
6. University personnel to work with small random group--follow for a given period of time. Work with personally, academically, in home.
7. Experiences in classroom
 - A. Plan tests
 - B. Teach team-teaching
 - C. Observe and criticize classroom teacher--allow same on self
 - D. Make curriculum materials
 - E. Resource person
 - F. Work with slow and gifted students on one-to-one basis
 - G. Many extra activities can be accomplished with two teachers--some taken out of class.
8. Workshop should be held in the fall
9. Orientation process--first to the school, then community
 - A. Introduction to administration
 - B. Introduction to school services--files, etc.
 - C. Study profile of the student body
 - D. One complete day spent with one teacher from Eastern; one from Pattengill
10. Teacher/TTT discussion groups--during planning periods
11. Means of acquisition of materials be clearly explained (\$5,000 for materials used in classroom instruction).
12. From TTT budget--a pool for substitutes to get the teacher out of the classroom and into the university.

TTT SPRING WORKSHOP REPORT
GROUP VI

Chairman: Bert Panhorst

Recorder: Carol Prince

Concerns:

Better teachers, students
Up-dating teaching methods
Bringing in more community

Weaknesses:

Changing of people--no feedback from experienced people.
Social Science and English teachers should hear more feedback from university.

Purpose:

Learning teaching skills that face reality
*2 classes next year for reading (students--10th and 11th)
Otto--slow and non-readers
Pattengill, Eastern, etc.

Orientation:

Too many meaningless meetings
More emphasis--team direction, time spent
Visitations

Objective:

1. Needs to know different communities relationship to schools
2. Various types of students--unmotivated
3. Physical limitations of building and materials available
4. Opportunities to get to know how the system operates

Model:

Multi-path approach for the TTT participants
Coordinator--path director

1. Get more college professors into school rooms.
2. Approach unions to open new fields and apprenticeships to students.
3. Research into guidance classes--go into actual fields (X No. of students interested into actual fields).
4. Need large general meetings for involved TTT participants once a month, breaking into small cluster groups for (better) inter-communication (more often).
5. Relate to incoming university people not to worry too much about the toe stepping. Give forth their ideas to the teacher.
6. Mechanical aspects should be investigated to give teachers more free time to participate in university activities.
7. Like to have more new materials made available and demonstrated by university people to high school teachers.

TTT SPRING WORKSHOP REPORT

GROUP VII

Chairman: Dave Hollister

Recorder: Melinda Goff

- I. Released time for teachers
 - A. To work at university
 - B. To visit other classrooms
 - C. To meet and exchange ideas with one another
- II. Clinic approach
Teachers, students, counselors, professors, administrators meet together regularly, preferably away from school.
- III. Regular meetings of TTT people (teachers included)
 - A. Informal, no specific agenda
 - B. Meet at homes of members
- IV. Look into low achievers in fields other than English; design courses for them.
- V. Do something special for the average kid
- VI. Re-examine required courses
 - A. Drop them?
 - B. Revamp them?
- VII. Parity: Definition should be "being able to make decisions with everyone else".
- VIII. Structure of TTT
 - A. Coordinators
 1. Define their role
 2. See to it that they are able to get out and communicate with teachers, profs., etc.
 - B. Hire full-time secretary to do busywork
- IX. Explore discipline
 - A. What it is
 - B. What it should be
- X. Try to obtain more cooperation (and understanding) from administrators
- XI. University people must be full time
- XII. Highly recommended by teachers that university people have public school teaching experience, preferably full-day for a period of time.

SCIENCE TEAM MEETING ON REPORT TO SEMINAR

Goal #1

1. Every participant in TTT should have the experience of team teaching and individual teaching experience before or during his stay. The team teaching experience should not exceed 12 weeks.
2. It is recommended that participants are full time for one quarter rather than 1/2 participants.
3. A technician responsible for supporting laboratory instructors in science should be hired. He or she would grow plants, set up apparatus, generally prepare for laboratory experience and clean up, repair and store the laboratory equipment.
4. Classroom teachers should be assigned to work with science methods instructors at the university: (a) supervising intern experience, (b) help in executing the methods program at the university.
5. At the beginning of the year, each participant should be made aware of the national goals of TTT.
6. A set of possible activities of each type of participant should be available not prescriptive but introductory in nature.
7. Following the school orientation phase (individual and team teaching) participants should have the opportunity to work with problem-centered (vs. subject matter centered) teams. These teams would explore problems of common concern. The schools, the university, and the community.

Goal #2

1. Classroom teachers should assume responsibility for the interne experience for 1 or 2 undergraduate students.
2. Classroom teachers should be given an opportunity (release time) to participate in pre-service courses at the university.
3. The Lansing system should train more student teachers.
4. During the course of the year, the clinic team should become involved in the core education courses at the university.
5. Have Teacher Education Council involvement with TTT and communication and involvement should be established between TTT and the Teacher Education Council.
6. Have clinic team meet with Teacher Education Council.

Goal #3

1. Provide opportunity for classroom teachers to visit pre-service courses at the university.
2. Meetings should be scheduled so all participants including teachers have the opportunity to attend.

3. Develop a plan to increase communication among departments, within the school and within the school system.
4. A planned program of inviting university personnel to observe TTT activities for a day to increase the feedback to the university and to cultivate future participants.

Goal #4

1. One month paid time be required of teachers for planning curricula and gathering materials.
2. Administrative procedures be reviewed in order to expedite action.
3. The faculty should be involved in in-service education by various means e.g., discussion of the film "The High School."
4. A list of university professors, teachers, community people, etc. able and willing to give in-service programs be compiled.
5. A list of university professors, graduate students, community people, etc. willing to give presentations in the classroom be compiled.
6. The student chapter of MEA should be involved with TTT.
7. First year teachers and fifth year teachers should be gathered to critique their teacher education training with the Teacher Education Council or similar relevant parties.

Goal #5

1. Individual from the community should be hired to assist teachers, e.g. in preparing for the laboratory in science, field trips in Social Science, etc.
2. All three groups cooperate in developing and evaluating new curricula with student response a factor.
3. In general, the community needs to be given more responsibility and opportunity to guide the schools.
4. The three should make a corrected attempt to develop individualized approaches to instructions. Our special concern is for student in the upper 1/4 and lower 1/4 of the student population.

Goal #6

1. Counselors, community consultants, community personnel, TTT staff, and faculty should be brought together to explore the total school program and new course structures.
2. More courses at all levels should be criterion based rather than norm-based.

Goal #7

1. The community should be given more opportunity to be responsible for the schools
2. University professors should be able to become acquainted with on-going programs and attitudes of the urban community and with urban schools.
3. The leadership and power in TTT should be given to a group made up of all three components (community, schools, and university) and the chairman which they elect.
4. The administrative staff of this project should be trimmed to two project directors, and three clinic team coordinators (Lansing teachers). The two project directors should be approved by the Advisory (Policy) Board. The three Institute Directors should either assume the role of a regular TTT participant or should resign from the project.

RECOMMENDATIONS
OF THE AD HOC COMMITTEE ON RECOMMENDATIONS
OF THE MSU-LSD TTT PROJECT, 1969-1970

The main objective of TTT is to promote changed attitudes and behaviors of those college professors who may be identified as the "gatekeepers" in the process of educating teachers. The Michigan State University-Lansing School District TTT Project provides "clinical experiences" for such gatekeepers through an inter-institutional agency called a "school clinic." The clinic in effect links the university and the school. The rationale of the clinic includes the belief that the gatekeepers would profit from deep and regularized involvement ("immersion" in the words of one participant) in the schools. The clinic would provide a convenient entry to the school for university people, would provide a convenient entry to the university for school people, would provide support services for both guests and hosts, and would provide a place and opportunity for interaction among guests, hosts and representatives of the community. The clinic is organized into "clinic teams," which are supposed to do all that the clinic itself does, but which also make possible attacks on specific problems, which attacks have been seen by planners and participants alike to be ways of providing "real" rather than "vicarious" involvement.

If the clinic is a means toward the goal of attitudinal and behavioral development of the gatekeepers and their associates, then participants must recognize that the major objectives of the project are behavioral rather than structural. Put differently, the structure of the project should contribute to the achievement of the behavioral objectives. We believe that the structural recommendations listed below (drawn from statements of participants and others) will contribute to the behavioral objectives of the project. We have tried to list behavioral recommendations, but they turned out to be either so general as to be trite, or so restricted that they seemed to point to individuals. Therefore we have tried to suggest in this preamble that our focus always should form on the behavioral objectives, and that these objectives involve openness with colleagues, trust in colleagues, and a willingness to understand differences in life and work styles. They also involve a willingness to withhold judgment of colleagues unless such judgments can be made openly and face-to-face. To foster such behavior -- which would promote communication and interaction -- the clinic in particular and the project in general should have structures that diminish threat. Constraints should be few and should evolve from interaction in the clinic. Participants should be encouraged to be autonomous and to participate in decision-making. Bureaucratic norms should be avoided. The recommendations that follow should encourage such development in the clinic. They should also serve to promote change in the "parent institutions," hopefully with the focus on behavior retained.

Abner S. Baker

I. Structural Recommendations

A. Clinic Teams

1. Organization and Membership

- a. Present organization and criteria of membership should be maintained
- b. Professorial fellows should participate on a full-time basis
- c. The teachers who serve as coordinators should be relieved of teaching duties and released from the confines of the "contract day"
- d. The community consultants should be released from the confines of the "contract day"
- e. The degree of participation of the graduate fellows should be clarified. Should they make "normal progress" toward their degrees?

2. Operation

- a. Each clinic team should be encouraged to develop its own operational style and procedures
- b. Each clinic team, however, should consult with and take into account the experience of this year's participants, particularly with respect to the usefulness of
 - 1) team teaching
 - 2) an intensive relationship with one teacher
 - 3) a period of extensive contact with the community
 - 4) developing a problem focus for both team and individual participation
- c. TTT alumni should be included in current activities as much as possible
- d. Each clinic team should have ready access to a specified fund for purchase of materials, processing of materials and the like
- e. The clinic teams should be encouraged to meet together on a regular basis (old style "seminar") for planning and evaluation of TTT activities
- f. Each clinic should be encouraged to involve itself in university courses, especially in the "core" education courses

B. Clinic

1. Organization and Membership

- a. Present organization should be continued
- b. Membership in the clinic should be clarified: are members to be defined only as listed participants or can other people be brought in on an ad hoc basis? Recommendations have been made that call for bringing more teachers, students, community people and university people into the normal working of the clinic
- c. However membership in the clinic is defined, the clinic should meet on a regular basis for planning and evaluation

2. Operation

Members of the clinic should treat one another as colleagues. "Parity" is a principle that applies to internal organization as well as to occupational or social status.

C. TTT

1. Advisory Board

a. Membership: criteria should include parity and real involvement

- 1) All agencies in the project should be represented equally, agencies here referring to school, university (including graduate students) and community
- 2) Some provision should be made for the participation of TTT alumni
- 3) As much as is possible, the various levels of personnel within each agency should be represented equally
- 4) The board should determine the tenure of its members

b. Functions

- 1) Oversight of co-directors
- 2) Consideration and formation of policy
- 3) Review of project budget
- 4) Review of appointments of participants

c. Mode of operation

- 1) The board should meet regularly, but at such intervals and in such places as it shall decide
- 2) The board should establish procedures for its meetings

2. Co-directors

a. Co-directors should respect the collegial nature of clinic membership

b. Co-directors should consult with clinic colleagues on all issues that have to do with the operation of the clinic in full meeting. "Off-base" issues should be determined through discussion in the clinic or in the advisory board

D. Parent Institution

1. University

a. Department

1) Representation in TTT

a) Participants

- (1) All departments engaged in teacher education should be included in the canvass for full-time participants
- (2) Departments should be notified of the selection process early enough in the academic year that they may make arrangements for the consideration of interested members
- (3) Such departments should be consulted about the selection process
- (4) Such departments should be notified well in advance of the closing date for reception of applications

b) Advisory Board: It may be desirable that there be representatives from university departments on the advisory board

- 2) Departments with heavy commitments to teacher education should find ways of supporting and encouraging those members who are most active in teacher education, if such activity makes it difficult for such to qualify for retention, promotion and salary increases on the basis of "normal academic criteria"
 - 3) Departments should encourage and support methods by which the special skills and understanding of their "teacher education" members can be communicated throughout the department
 - 4) In addition to the above recommendations, departments should encourage members to provide assistance and advice to TTT
- b. College: The recommendations offered in terms of the university departments should also apply here. It is recognized that the colleges are represented on the Advisory Board.
- c. University: Closer communications should be established between the Project and the MSU Teacher Education Council

2. Schools

a. Departments

- 1) Department chairmen should be included as members of clinic teams
- 2) Regular meetings of clinic teams with departments should be encouraged
- 3) Teachers should be encouraged to work more closely with TTT Community Consultants
 - a) by involving them more in the classroom
 - b) by using their services for outside activities of classes (e.g., field trips)
 - c) by cooperating with them to get greater involvement of parents and other community people

b. Schools

- 1) The Clinic should report to and communicate with the faculties more regularly and frequently
- 2) The school should use the resources of the clinic to establish broader contacts with its community

c. District

- 1) The School District should provide for more substitutes so that teachers can work more closely with participants of TTT
- 2) The School District should recognize the autonomy of TTT in making contacts with the community
- 3) Representatives of the Superintendent should attend all TTT meetings where School District decisions are needed

RECOMMENDATIONS

Community Consultants

School:

1. Teachers should involve community consultants in their class activities, home calls, community activities as much as needed or desired.
2. There should be arrangements made so teachers could have more time for lesson planning, community involvement such as home calls, and definately more time for students who need special help.
3. Noontime activities for students - students should have things to do to let off steam, or be engaged in productive activity.
4. Teachers need to be able to use some of their own original ideas to make class interesting - use whatever aids - get students involved - less lecturing. More activity oriented classes.
5. There should be para-professionals in the schools to help teachers.
6. There should be more community involvement in education. More community people in classrooms.
7. Schools should be open for more community activities - or use.
8. Teaching should be grouped to the students needs and level. More inter-action (teaching) between students and teachers.
9. Teachers need to be trained to handle discipline problems.
10. There should be a closer sooperation between teachers and community staff.
11. We recommend the school officials stop passing the buck.

Community

1. The community consultants be more involved in getting the people from the community into the schools; such as parents of students.
2. The community help counselors - especially the low income and minority students - and drop outs.
3. The community should have more of a voice or perhaps a louder? voice in what is going on in not only TTT, but also in the schools.

University

1. Professors should go into the community and learn what the community really needs as far as education is concerned.
2. Every six or eight years professors should teach for at least one school year in either a secondary or elementary school.
3. Teaching at the university should be as constructed that the students who are planning to be teachers will have an overall picture of the wide range of pupils - other than those planning on going to college.

4. Ways should be more readily available for students who desire to go to college, and are capable of doing the work, to be allowed to go.
5. Teaching at the university should be gauged to the needs of the students. To help them to help their own community, etc.
6. University people classified "full time TTT participants" should be involved full time.
7. Advisory Board make policy and decide on all major issues.
8. Sit down and find out why we are in business; what are we trying to do?

TTT

1. Advisory Board make policy and decide on all major issues.
2. Find out why we are in business; what are we trying to do?
3. Any teacher-coordinator desiring to remain in TTT should be considered by the Advisory Board.

TTT PROJECT
SUBJECT: RECOMMENDATIONS FOR IMPROVING THE TTT PROJECT

1. Establish full parity between the schools, the university, and the community (see plan of operations, p. 7 and p. 18 and attached specific recommendations listed below).
2. Create an atmosphere of mutual trust and cooperation among the university, the schools, and the community, so that a sharing of ideas and concerns may result to the improvement of the whole range of teacher education programs -- from paraprofessionals to teacher trainers. (See Plan of Operation, p. 3)
3. Provide an opportunity for school teachers and community members to work with professors at the university level. Incorporate into budget.
4. Develop a list of activities that can meaningfully involve the community, the schools, and the university. (See enclosed list of suggested activities.)
5. Conduct two TTT Workshops -- one in the Fall and one in the Spring. Build into the budget.
6. Pay Advisory Board chairman \$50 per month for his time and travel.
7. Clinic teams to meet periodically with university department chairman.
8. Hold bi-weekly coffee sessions with the TTT staff and target school teachers.
9. Develop budget with Operations Board prior to final approval by the Advisory Board.

SPECIFIC RECOMMENDATIONS FOR ESTABLISHING PARITY

1. School teachers and community consultants to have the opportunity to work with professors in the university. (Include money in budget to pay for teacher subs)
2. Advisory Board to select its own chairman.
3. Advisory Board to make major policy decisions of TTT. Examples: establishing guidelines for selecting and employing staff, approval of budget, approval of Plan of Operations, acting on recommendations of Operations Board, maintaining parity. (See Plan of Operations, p. 18)
4. Advisory Board to maintain concept of parity (See Plan of Operations, p. 18).

TTT PROJECT
LIST OF ACTIVITIES

(To involve school, community, and university)

1. To aid the school administrations of Eastern and Pattengill in developing ways to bring about greater harmony among the minority groups and the whites in the school environment.
2. To study the problems of drugs in the target schools, and to determine the extent to which the students are effected by them and the ways that associated problems may be eliminated.
3. To determine ways that communications between teachers and the school administration may be improved in Eastern and Pattengill.
4. To determine ways that communications may be improved between the schools (Eastern and Pattengill) and the Eastern/Pattengill service area community.
5. To experiment in pilot courses that are taught without a grading system.
6. To study ways to improve communications between the secondary schools and the elementary schools.
7. To work with various community agencies with the express purpose of learning and providing assistance.
8. To work with the Educational Task Force Committee of the Model Cities program in Lansing.
9. To assist the personnel of the Information Services division of the Lansing School District.
10. To assist the personnel of the counseling centers of Eastern and Pattengill in carrying out their responsibilities.

TTT PLANNING AND DEVELOPMENT TEAM SUMMARY

(May 15, 1969)

Members Present: Jack Elliott, Don Freeman, Bill Hawley, Myrtle Kluiber, Mike Knauff, Dorothy Lee, George Myers, Elvira Rivera, Joseph Vellanti, Linda Wagner, Ted Ward, Stan Wronski, and Mike Asumaa

Chairman Joe Vellanti introduced two of the Lansing School District teacher members of the Clinic Teams - Mike Knauff of Pattengill (Science) and Mike Asumaa of Eastern (Social Science).

Dorothy Lee and Bill Hawley presented reports on the Washington, D.C. conference on TTT Programs. A major point of consideration and disagreement by the participants was the degree of community participation necessary and desirable in TTT Projects. The organization of 10 Leadership Training Institutes was explained, with the Institutes being responsible for (1) enhancing the competence of TTT staffs, and (2) assessing the progress of the projects.

A discussion and rewording of the General and Specific goals of the TTT project followed. (Reworded statement attached)

A review of the responsibilities of the Planning and Development team, Advisory Board, Operations Board, Project Director, Associate Director and Clinic Teams was carried out. It was noted that the Planning and Development Team would operate "through sanction and validation of the proper Advisory Board Members" in recruiting faculty and school teachers.

Mike Knauff and Mike Asumaa reported on preparations for the TTT Orientation of Eastern and Pattengill to be held in the Pattengill Activity Room (Room 230) May 28, 1969 at 3:15 p.m. Briefs explaining the project are to be prepared and distributed to the Eastern and Pattengill faculties prior to this meeting. Faculty representatives, administrators, LSEA Association Representatives, and representatives of parent groups from each school are to be invited to attend this meeting.

The five week summer planning session (June 23 to July 25) was discussed. The Clinic Teams are to be organized prior to this planning session.

Recruitment of the MSU Experienced Fellows for the Clinic Teams was briefly discussed. Candidates were requested to contact Bill Hawley.

The next meeting is to be held on Tuesday, May 20, 1969 in the Eastern High School Social Room at 2:00 p.m.

Mike Asumaa
Recorder

TTT PLANNING AND DEVELOPMENT TEAM

(May 20, 1969)

Members Present: Bruce Burke, Robert Chamberlain, Jack Elliott,
Don Freeman, Bill Hawley, Myrtle Kluiber,
Mike Knauff, Dorothy Lee, Robert Lott,
Elvira Rivera, Joe Vellanti, Linda Wagner,
Mike Asumaa

Chairman Joe Vellanti gave a progress report on the Summer Workshop. Meeting rooms will be available at Dwight Rich Junior High School, Eastern High School, and in Erickson Hall. The session will involve six hours per day for the five week period (June 23 to July 25).

Preparations and the agenda for the Eastern-Pattengill Orientation meeting of May 28 were discussed. The necessity of an appropriate and positive first approach to these faculties was stressed. Materials to be printed and distributed at this meeting were reviewed.

The formation of the Clinic Teams was considered. Bruce Burke discussed the composition of the Humanities Clinic Team and the possible arrangements for the assigning of University staff and experienced fellows.

A report dealing with "Processes and Procedure for Community Involvement" is to be presented at the next meeting by Myrtle Kluiber, Dorothy Lee and Elvira Rivera.

The team reviewed and reworded the project program (projected) for the coming year and the "Potential Areas of Activity" for the three Clinic Teams.

The next meeting is to be held on Thursday, May 29, 1969 at 1:30 p.m. in Room 507 Erickson Hall.

Mike Asumaa
Recorder

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • ERICKSON HALL

June 5, 1969

MEMORANDUM

TO: TTT Planning and Development Team Members
FROM: Joe Vellanti, Associate Director and Coordinator
SUBJECT: May 29, 1969 PLANNING TEAM MINUTES

Enclosed are the minutes of our recent TTT Planning Team Meeting. Our next Planning Team meeting will be on Monday, June 23, 1969 in Room 507 Erickson Hall at 9:00 a.m. This date will begin the five-week TTT Summer Workshop which will last through Friday, July 25, 1969.

Prior to this next session, please examine your TTT materials (Potential Areas of Activities, Task Yardstick, Questions to Ask Community Groups) and be ready to expand on them.

JTV:ss

TTT PLANNING AND DEVELOPMENT TEAM

(May 29, 1969)

Members Present: Bruce Burke, Jack Elliott, Don Freeman, Bill Hawley, Dan Jacobson, Mike Knauff, Dorothy Lee, Elvira Rivera, Joe Vellanti, Stan Wronski, Dirk Horton, Abner Baker, Mike Asumaa

Chairman Joe Vellanti spoke briefly on the May 28 Eastern-Pattengill Orientation. The members agreed that the meeting had been an effective introduction to the aims and scope of the project.

The "Potential Areas of Activity" of the Clinic Teams were presented in revised order. The Planning and Development Team was directed to review and possibly revise them prior to the summer planning session.

Mike Knauff and Mike Asumaa reported briefly on the research they are doing on profiles of Eastern and Pattengill. A report on the system-wide process of curriculum change in the Lansing School District is to be included.

Joe Vellanti is to check and report on the possibility of securing insurance for the University personnel involved in classroom activities next year.

Dorothy Lee and Elvira Rivera presented "Process and Procedures for Community Involvement." It was decided that a cover letter and information on TTT is to be sent to the community groups on the mailing list by the Project Director prior to the beginning of the summer planning session. Plans for continued community involvement are to be developed during this summer session.

The "Roles and Responsibilities" and "Composition" of the Clinic Team were discussed and reworded to make clear the parity in the roles of the Lansing School District and University personnel.

The next meeting is to be held on Monday, June 23, 1969, at 9:00 a.m. in Room 507 Erickson Hall.

Mike Asumaa
Recorder

TTT DEVELOPMENT AND PLANNING TEAM SUMMARY

(May 6 Meeting)

Members present: Bill Hawley, Bob Brandou, Bruce Burke, Dan Jacobson, Ted Ward, Stan Wronski, Elvira Rivera, Myrtle Kluiber, Jack Elliott, Don Freeman, Linda Wagner, Bob Lott, and Joe Vellanti.

Bill Hawley, Bruce Burke and Ted Ward briefly discussed the purpose, organizational structure, and origin of the TTT program. During the discussion the following facts were made known:

1. 48 TTT programs are in various stages of development across the country
2. The programs are centered around Michigan State University, Hunter College of New York, University of Georgia, and University of California
3. The planning of the program began as early as 1967.

An interesting and penetrating comment made by Bruce Burke was that too many compartments were being made in education and that perhaps what we needed to do was to tear down some of the walls separating the universities and the public schools. At this point an elaborate discussion of the goals of the Triple "T" program began. Based on the comments made, the TTT Program is a joint venture to be developed by Michigan State University and the Lansing School District personnel. (A copy of the general and specific goals of the TTT Program is included on the attached page).

The matter of employing two Lansing teachers was discussed and the following tentative decisions were made relating to them:

1. They would work one-half time beginning Monday, May 12, for the remainder of the semester.
2. They would work full time on a paid basis during a 5 week summer session.
3. The summer session would begin June 22 and end July 23.
4. They would attend the planning sessions and other activities contributing toward the development of the TTT Project.
5. If at all possible the teachers employed now would be the ones participating next fall.

Joe Vellanti is to make arrangements for Bill Hawley and one or two other Planning Committee members to meet with the principals of Eastern High and Pattengill Junior High Schools.

Ted Ward and Bruce Burke suggested that all important meetings be communicated to all the members involved in the TTT Program. This would insure an open-door policy and wider publicity to all concerned individuals.

The enclosure represents some Developmental Team Tasks and the Planning Committee members assigned to study them.

The next meeting is to be held on Thursday, May 15, 1969 in Room 507 of Erickson Hall at 1:30 p.m. The meetings will usually last about 2 hours.

JTV/mew

Joe Vellanti
Associate Director and Coordinator

TTT Development Team Assignments

<u>DEVELOPMENT TEAM TASK</u>	<u>ASSIGNMENT</u>
1. Eastern - Pattengill Staff Orientation	Vellanti to arrange meeting with principals
2. Clinic team orientation to Lansing Schools, community, school problems, school community relations, plan outline and personnel, materials and publications on Lansing Schools generally, and Eastern-Pattengill particularly.	Vellanti
3. Arrangement of Clinic Team Facility at school site.	Vellanti
4. Independent study plan re: "School Learning in Multi-cultural Community," Clinic procedures - Intern patterns in Education.	Elliott, Brandou
5. Clinic Team process in diagnosis of school problems and priority determination.	Wronski
6. Process and Procedure for community involvement and communication; for local school involvement and communication; for University involvement and communication.	Rivera, Kluiber
7. Plans for participation by team members in classroom.	Freeman, Wagner
8. Seminar schedule and structure.	Burke, Jacobson
9. Information and analysis of other TTT programs.	Hawley
10. Clinic team identification.	Planning Team
11. Evaluation process of clinic teams.	Planning Team

TTT PROJECT ACTIVITY

American Studies II

"American Studies II" is a pilot U.S. History II section designed to allow sophomores who show factual subject matter proficiency to transfer into a section stressing independent study and in-depth analysis of problems in American society.

As announced to all students currently enrolled in U.S. History II, the pilot is to run for 12 weeks (the last two marking periods of the current semester), with an enrollment of from 10-12 students. Selection of participants is being made on the basis of a comprehensive qualifying exam and an interview. The exam was pretested and computer evaluated for reliability in December. Nineteen students took examination on Monday (February 16). Twelve of the top scorers are to be interviewed on Thursday and Friday (February 19 and 20). The schedule changes necessitated by a course or section transfer at this stage of the semester is one of the problems confronting the section. He or his teachers may not desire to have a routine developed over six weeks disrupted at this point.

The course is to deal with topics and problem areas that range from the mid 1920's to the present. Students will be supervised and instructed by a team which includes TTT Social Science Team members, Mr. Bill Helder, and interested Eastern faculty. The exact course content will be chosen by the students from a list of topics presented to them on the first day of class. On each Monday a staff member or resource person will make a presentation. Two days of the week are to be used for seminars, media presentations and guest speakers. The remaining two days will be devoted to research and independent study guided and supervised by TTT staff members.

The teaching team is composed of :

- Mr. Bill Helder, LSD Social Studies Coordinator/Consultant
- Dr. Dan Jacobson, MSU Social Science Teaching Institute
- Mr. Michael Asumaa, Social Science Team Coordinator
- Dr. Richard Newton, MSU Social Science Clinic Team
- Mr. Jack Henderson, MSU Social Science Clinic Team
- Dr. Justin Kestenbaum, MSU Social Science Clinic Team
- Dr. Abner Baker, MSU Social Science Clinic Team

The comprehensive examination was designed, pre-tested and administered by Dr. Richard Newton and Mike Asumaa.

Course Title: Reading 1 and 2

Code:

Credit: One credit per semester

Grade: 10 and 11

Prerequisite: Elective

Course description: Reading for non or slow readers. The course will be team taught and will emphasize individual help and instruction. Stress will be on raising reading levels of all students in the class.

Course Outline: The curriculum and approach to teaching Reading 1 and 2 will be planned, organized, developed, and taught by a team of professors, graduate fellows, teachers, and community consultants. Since it is a TTT pilot project, the exploratory, creative endeavors of the entire team will be devoted toward teaching slow readers (or non-readers) how to read.

Basis Texts: To be determined at a later date and as the course progresses.

LANSING SCHOOL DISTRICT, Lansing, Michigan 48910
MICHIGAN STATE UNIVERSITY, E. Lansing, Michigan 48823

T T T Project

August 20, 1969

Dear Fellow TTT Participant:

This letter is to inform you of the opening dates for our TTT Project pilot year. Since our project involves people with a variety of schedules, the following represents the calendar of opening events:

<u>TTT Participant</u>	<u>Date</u>	<u>Place</u>
Lansing Teachers and Community Representatives	Tues., Sept. 2, 1969	Eastern TTT Site 8:00 a.m.
All Clinic Team Members (University Staff, Graduate Fellows, Lansing Teachers and Community Representatives)	Thurs., Sept. 25, 1969	Eastern Social Room (near main office) 9:00 a.m.

Enclosed is a tentative Schedule of Events and a TTT Parking Area Map that may help you in your planning for the coming weeks. In addition, please carefully review the Clinic Team Outline of TTT Pilot Year Activities prior to our first general staff meeting which will be held in the Eastern social room at 9:00 a.m., Thursday, September 25, 1969.

We hope that your summer has been a pleasant one and look forward to seeing you in the very near future.

Sincerely,

Joseph T. Vellanti
Associate Director and
Coordinator

William B. Hawley
Project Director and
Associate Dean

JVT/ldd

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

THE HUMANITIES TEACHING INSTITUTE • BRICKSON HALL

December 8, 1969

Mr. Joseph T. Vellanti
Associate Director
TTT Project and Clinic Coordinator
Eastern High School
220 N. Pennsylvania Avenue
Lansing, Michigan 48912

Dear Mr. Vellanti:

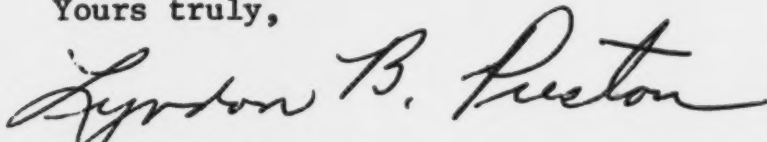
I am writing this letter to you, as coordinator of the TTT Project at the suggestion of Dr. Burke. Dr. Burke is a member of my Doctoral Committee and is, of course, aware of the nature of my Dissertation plans. He feels that the experimental design outlined in the enclosed explanation is compatible with the ideas, goals and general principles of the TTT Project.

Since the proposed program involves the teaching of English and uses of media - and there are, of course, many uses of media and in relation not only to writing but also to speech and literature, classes involved in English and the Humanities are specifically requested here to be those involved in the program herein described. Dr. Burke has indicated some modest support by the TTT in this research effort though the work undertaken is to be done on a purely volunteer-basis. The Pattengill-Eastern site seems a most desirable situation for such a project, because of the type of school population as well as the co-operativeness of the administration and teachers. Working within the framework of the TTT operation, the research will be subject to the informal evaluation of teachers and TTT members which should be of inestimable value in pursuing a successful investigation.

I request an opportunity to discuss my project with you in order to plan means by which it may be implemented in the Winter term. I would, of course, abide by the guidelines for operation within the TTT clinic.

Thank you for your attention to this matter and I hope that I do have the opportunity to work with you, the TTT staff and members of the Pattengill-Eastern schools.

Yours truly,


Lyndon B. Preston

LBP/eeh

cc: J. Bruce Burke

COLLEGE OF EDUCATION • ERICKSON HALL

January 29, 1970

Dean Edward A. Carlin
University College
Bessey Hall
Campus

Dear Ed:

We are having a sort of "in-house" report on the status of TTT (primarily for the principals of Eastern High School, Pattengill Junior High, and for three members of the Central Administration in Lansing).

This will occur at a luncheon at 12:00 Noon, on February 25, in Kellogg Center.

We cordially invite you to meet with us. The session will not go beyond 2:00 P.M. If there is anyone in your College you would particularly like to bring along, feel free to do so.

In order that an appropriate room and number of reservations can be arranged, please let me know by February 10 whether or not you (and anyone else you wish) can meet with us.

I'll look forward to hearing from you.

Cordially yours,

William B. Hawley
Associate Dean and
Director, TTT Program

WBH/mew

cc: Vellanti

LANSING SCHOOL DISTRICT, Lansing, Michigan 48910
MICHIGAN STATE UNIVERSITY, E. Lansing, Michigan 48823

T T T Project Trainers of Teachers of Teachers

April 10, 1970

Mr. Robert E. Lott
Director of Secondary Education
Cedar-Holmes Building
Lansing School District

Dear Mr. Lott:

I wanted you to know that our TTT Spring Workshop, which involved 32 teachers from Eastern and Pattengill, 10 community people, and 12 professors from MSU, went extremely well.

The purpose of the workshop was 3-fold:

1. To instill within the participants a greater commitment to TTT.
2. To give the teachers, community people, and professors a clearer understanding of what we have been doing this year in TTT.
3. To evoke recommendations that would aid the TTT staff to improve all the phases of its operation.

Within the next couple of weeks, I will send you the recommendations and some of the changes we have already made.

We are tentatively thinking about a similar workshop for orientation early in the fall. If at all possible, I would like you to attend for an afternoon or full day session. I mention this because several of the participants requested that we invite a couple of administrators from the central office.

Should you have any questions concerning the workshop, please feel free to call.

Thanks for your cooperation in getting the subs.

Sincerely,

Joseph T. Vellanti
TTT Co-Director
Lansing School District

JTV/vas

cc: Robert Chamberlain

LANSING SCHOOL DISTRICT
LANSING, MICHIGAN

OFFICE OF
DIRECTORS
AND
CONSULTANTS

May 22, 1969

Mr. Joe Vellanti
Associate Director, TTT
Eastern High School
220 N. Pennsylvania Avenue
Lansing, Michigan

Dear Joe:

During the summer months (probably late June-early July) a group of Lansing teachers will be working on a revised curriculum guide for the study of U. S. History in a Grade 9-10 sequence.

Several of the subjects of the TTT project seem to relate to curriculum development. Would any of the TTT resources be available to assist in this curriculum project? Since the 9-10 sequence has long-term effects, I thought perhaps early involvement would benefit all parties.

Sincerely,



William J. Helder
Social Studies Consultant

WJH:lc

LANSING SCHOOL DISTRICT, Lansing, Michigan 48910
MICHIGAN STATE UNIVERSITY, E. Lansing, Michigan 48823

T T T Project Trainers of Teachers of Teachers

June 9, 1970

Mr. Marcus Burkholder
Assistant Director of Personnel
Lansing School District

Dear Marcus:

Bob Lott, Bill Hawley, and I unanimously approved the selection of Richard Lipscomb to the position of TTT Community Coordinator. Final approval was given on June 4, 1970 by the TTT Advisory Board.

Mr. Lipscomb will be stopping by your office in the near future to complete the details of becoming officially employed. His employment officially begins the first week in September, 1970.

Sincerely,

Joseph T. Vellanti
TTT Co-Director
Lansing School District

JTV/vas

cc: Margaret Groves

THE GRAND RAPIDS BOARD OF EDUCATION
143 BOSTWICK AVENUE, N.E.
GRAND RAPIDS, MICHIGAN 49502

OFFICE OF
THE SUPERINTENDENT

June 10, 1969

Mr. Joseph T. Vellanti
Associate Director & Coordinator
TTT Program
Erickson Hall
Michigan State University
East Lansing, Michigan 48823

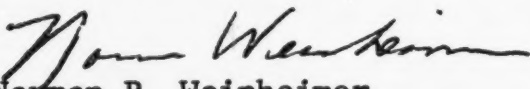
Dear Mr. Vellanti:

I received your letter regarding the Grand Rapids involvement in the TTT Program and your request for my participation on the Advisory Board.

However, since Mr. Elmer H. Vrugink, Assistant Superintendent for Instruction, has kept abreast of the TTT programs, I would like to have him represent us on the Advisory Board. He will also be on campus at Michigan State University during this next school year and could provide a closer liaison with the project.

I will continue to take an interest in the project and will have Mr. Vrugink keep me informed. Best wishes for a pleasant summer.

Sincerely yours,


Norman P. Weinheimer
Superintendent of Schools

klb

cc: Elmer H. Vrugink

TTT: Improving trainers of teachers

BY JOSEPH VELLANTI
Lansing TTT Co-director

LANSING

How often have you heard criticisms voiced about current teacher preparation programs?

Are they "unrealistic" and "irrelevant"? Do they adequately prepare a prospective teacher for the urban school of today?

A project known as TTT (Trainers of Teachers of Teachers) reflects the concern felt by the federal government, the universities, the public schools, and in the community.

Nationwide in scope, TTT has 57 projects presently in operation.

Though varied in approach, each project is essentially a program for the in-service development of teacher trainers.

First-rate teachers

The Lansing school district and Michigan State University are currently engaged in a TTT project in the Lansing community. The operation is based at an urban secondary school complex — Eastern high school and Pattengill junior high school. Serving a multi-racial student body in an inner-city setting, the two schools offer an opportunity for meaningful involvement of 15 MSU professors, seven MSU graduate fellows, and three Lansing community consultants.

The goals of the project are:

1) To provide a school clinic experience for university professors and graduate assistants who are involved in training teachers.

2) To improve communications between the university, the schools, and the community.

Ultimately, TTT will have an impact on the way that teachers are trained at MSU. Eighty-five per cent of the course work that the average secondary teacher receives is outside the College of Education.

For this reason, five colleges — Arts and Letters, Natural Science, Social Science, Education, and the University College — provide faculty members for TTT activity.

An example of TTT clinical activity is provided by a seventh grade life-science course at Pattengill junior high school. A team of professors, graduate students, teachers, and one full-time community consultant are planning and teaching the class for the full school year.

No holds barred

It is an activity-oriented course in which each classroom session is followed by a no-holds-barred seminar aimed at analyzing what happened. Time lapse and motion pictures are taken, feedback is prepared for the schools and university, and parents are invited to observe and participate.

Working and meeting with teachers and community agencies, the MSU faculty is analyzing the strengths and weaknesses of their efforts to turn out first-rate secondary school teachers.

Plans are already under way at Eastern high school for next year to team-teach 10th and 11th grade reading courses. A team of professors, teachers, and community consultants will zero in on attempting to teach slow readers (or non-readers) how to read.

As with the other projects across the country, this TTT project has had its share of frustrations and problems.

Among the chief problems have been: 1) making the objectives of the project clearly understood by all involved, 2) arranging the schedules of teachers and professors so that both are satisfied, 3) planning and articulating community involvement consistent with the goals of TTT, 4) initiating and maintaining a systematic feedback to the university, and 5) carrying on a continuous program of evaluation of the project.

'Phys Ed' Misdirected?

Most of today's school physical education programs are geared to help children who need it the least, said the head of Michigan State University's health, physical education and recreation department.

"The 90 per cent of students who really need to be taught correct physical development are neglected," Dr. Gale E. Mikles said. "This is usually due to the instructor's concern for developing children for team sports."

Reconstruction of the physical education program is needed, he said.

Most instructors are coaches who do not see themselves as physical education teachers, Mikles characterized.

"They imagine themselves as experts destined to train a small number of physically elite children for team sports," Mikles said. "The children who cannot match up with the well-developed children are neglected."

PLACES NO BLAME

Blame for this favoritism in physical education does not really rest on the coaches, Mi-

kles said, adding that coaches are often fired if they do not produce teams good enough to keep the community happy.

Mikles and his staff have conducted three years of physical education research toward a revised system. They will be ready to initiate a unique program of physical education for elementary schools this summer and a junior high school program will be completed next year.

"We have been trying to produce a model curriculum that is centered around physical ed-

ucation," Mikles said. "The major theme of the new program is to teach the child how to deal with his own limitations."

A child will be taught to be aware of his own potential and he will not be forced to try something for which he is physically unfit, Mikles said.

DIFFERENT APPROACH

This approach differs from present physical education programs which demand that each child strive to perform well in every skill.

In a Saturday clinic in Battle

New School Program Developed at MSU

Creek, the MSU staff concentrates on helping children with coordination problems. Children learn what their disabilities are and how to develop appropriate sport skills needed to compensate for these disabilities.

"These children have trouble developing skills that allow them to join groups," Mikles said. "They are social outcasts if they cannot play sports. This alienates them from other children and lowers their estimation of themselves. "By high school, it is usually too late to

teach youngsters coordinating skills effectively."

Mikles said that proper physical education must be started in kindergarten and continued through junior high. There is nothing wrong with training a child in coordination and skills at an early age, he pointed out.

The new curriculum is designed to make physical education an enjoyable experience and at the same time not detract from the satisfaction a child receives from a good performance on the playing field, he said.

Ed. Dept. needs student views

To the Editor:

Last week the State News reported that the "Triple T" program is sending 15 MSU professors into area classrooms to evaluate the "strengths and weaknesses of their efforts in turning out secondary school teachers." Furthermore "each faculty participant receives a fellowship equal to his full salary and fringe benefits and up to a \$300 a month exemption from his federal income tax.

I cannot see how one can justify an expenditure of that kind for the purpose of visiting area schools when the obvious problems are right here on campus.

So many students I advise have complained to me about the caliber of Education 200, 327 and 450 that I have, over the past two years, attended some lectures with them. And I must agree that for the student who has taken even introductory courses in the social sciences, most of the material presented in the education classes must surely be quite boring.

And it is a rare occasion indeed when a student returns from student teaching that he or she feels that it has been a rewarding experience. For the most part they return disappointed and disillusioned. And for all this I understand that the student teaching program costs approximately \$400,000 per year.

What is most discouraging is that some very talented, concerned students who

would like to teach and would be very effective in secondary teaching find the certification requirements so overwhelmingly inane that they discount the possibility of becoming secondary teachers. Many of these students go directly on to graduate school and eventually teach at the university level.

Obviously the College of Education is well connected to the Michigan Legislature and well endowed by the federal government. And I am well aware that a monied sacred cow is the most difficult of all to criticize. But I think the time has

come to question the untouchables in Erickson Hall. As Hawley himself has noted; the entire University has a part in preparing teachers.

Despite all arguments to the contrary, in my opinion the students themselves are the best source of evaluation we have. It is about time the Education Dept. gets in step with the rest of the university and sincerely invites the comments of the student body.

George Ell Jr.

Advisor, Multidisciplinary Program
College of Social Science

A NEW ADDITION - T. T. T.

Contrary to appearance, Eastern and Pattengill have not been invaded by a huge flock of somewhat overage student teachers this year. Nor has the second floor atrium of the auditorium become the headquarters of a secret organization. Rather, both the flock and the offices belong to the TTT Project.

TTT ("Triple T") stands for "Trainers of Teachers of Teachers" and is a government funded project aimed at improving teacher education. Located at Eastern and Pattengill this project is one of fifty-seven in the United States.

TTT is based on the idea that the way to improve teacher training, is by helping college professors to become better informed about the schools and community that teachers work in. These senior professors teach the graduate students who will someday be teaching fu-

ture high school teachers. TTT believes that the best learning comes from first hand experience, so professors spend from ten weeks to nine months observing and teaching classes.

TTT is composed of three teams: Humanities, Social Science, and Science. Each team includes M.S.U. professors and graduate students, Eastern and Pattengill teachers, and a community representative. Although teacher education is the prime target of TTT, the interaction of the three groups should provide mutual understanding and benefits. TTT is a hopeful sign for the future of education.

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VISIT AREA SCHOOLS

Profs check on teacher training

For most faculty members—even those directly involved with teacher training—the high school classroom is something to teach about, not teach in.

This may be changing, thanks in part to a program which this year is sending 15 MSU professors into the classrooms of Eastern High and Pattengill Junior High in Lansing.

Working with both the public school teachers and lay persons called community consultants, the MSU faculty members are seeing indications of the strengths and weaknesses of their efforts in turning out secondary school teachers.

The new program, called "Triple-T" (Trainers of Teachers of Teachers Project) is supported in part by the U.S. Office of Education through the Education Professions Development Act.

The program planners hope "Triple-T" will have an impact on the way teachers are trained at MSU.

A major premise of the project is that teacher preparation is not the sole responsibility of the College of Education.

Many faculty members outside education don't realize they are teacher trainers, William B. Hawley, associate dean of education and project director, said. "Thirty-five per cent of MSU's graduates are prepared as teachers."

"Triple-T" involves faculty in the four colleges—arts and letters, natural science, social science and education—that produce the bulk of MSU's certified secondary teachers.

Deans from those colleges and from the University College are members of an advisory board for the program.

"Triple-T" consists of three clinic teams (humanities, social science and natural science). Each includes professors, local teachers, community

consultants, doctoral students and an education professor or behavioral scientist. Each faculty participant and up to a \$300 a month receives a fellowship equal to his exemption from his federal full salary and fringe benefits income tax.

Teachers, 9 am 10 11 12

TTT Program Uses "School Clinic" Method *Board Member Opposes*

Eastern High School and Pattengill Junior High School are the sites this year of a new "department"--the TTT Project "School Clinic", staffed by personnel from Michigan State University, the Lansing School District, and the community served by the two schools. The role of the school clinic is analogous to that of the hospital or the medical clinic. As the staff of a teaching hospital is concerned with the health of its patients and the training of interns, so the school clinic staff focuses on improving the education of each type of learner it serves and the creation of an internship experience for its university members.

In devoting its attention to the common concerns and problems of the university, the schools and the community, two specific goals are served by the clinical organization of the TTT Project. First, university professors and graduate fellows are provided a realistic, on-site secondary school experience, with the eventual result being more relevant training for potential teacher trainers. The second goal served by this structure is a systematic analysis of some of the problems in the schools with possible solutions the result.

Throughout all stages of its operations, the school clinic and its three teams work in close conjunction with the school administration, the teaching staffs, and subject matter coordinators. Community consultants on the teams and representatives from the community on the Advisory Board keep the dimensions of success of any educational enterprise, in the forefront of thought and activity.

How, in fact, do the three "teams" in the clinic - Humanities, Science, Social Science - operate? After a period of on-site participation and observation, a team may isolate as a problem the relevancy of a particular course's content to junior high school students. The team might then conduct surveys of the community, school staff, and students in order to determine actual course needs and problems in teaching it. The matter would be brought to the attention of the Operations and Advisory Boards, on which community, school and university representatives sit, for review and possible approval. With action approved, the team would conduct

seminars. Plans of attack and evaluation devices would be determined initially, and evaluation of the problem solving process would be carried on continuously in the seminar. A pilot course with newly developed material or structure may be taught by members of the team or by school staff members. Surveys might once again be conducted to determine if the solutions had been successful in solving the problem - that is, if the course has now become more relevant to the needs of the community and the students. In the process, valuable experiences will have been gained by the university members on the team, which may be fed back into their departments and courses.

number of field men from 12½ to 28 since there are now 28 Board members representing regions on the MEA Board. There are presently 6 region offices plus 3 more which are shared with an executive director unit. As I view it, we would need to add 8 more offices. The cost of staff and office for these 8 offices would be \$413,169. The cost of 7½ more field men would be \$136,065 for a total of \$549,234.

"If, as anticipated, we have more than 72,000 MEA members next year, this would mean an increase of almost \$8 to the state association for the program rather than \$30. Beyond this point, I have done no calculating. Perhaps someone who is skilled at math and statistics could play with this for a while.

"Considering all these points, Cal Collier and I voted against the Board submitting this massive staffing program with approval to the MEA Representative Assembly. We hope this was your will since the majority of the Board voted in favor of it."

III: Professors seek more relevance 1-27-70 through teaching in Lansing public schools

For most faculty members—even those directly involved with teacher training—the high school classroom is something to teach about, not teach in. Result: More ammunition for students who accuse higher education of irrelevancy.

Now that may be changing, thanks in part to a program which this year is sending 15 Michigan State professors into the classrooms of two Lansing schools, Eastern High and Pattengill Junior High.

Working with both the public school teachers and selected lay persons called "community consultants," the MSU faculty are seeing indications of the strengths and weaknesses of their efforts to turn out first-rate secondary school teachers.

The new program is called "Triple-T" (Trainers of Teachers of Teachers Project), supported in part by the U. S. Office of Education through the Education Professions Development Act.

Its goals emphasize moving MSU "teachers of teachers":

—Toward modifying their teaching and graduate programs to make them more relevant to the needs of public school students and the people in the community.

—Toward involving local educational agencies and communities in attaining that relevance.

* * *

ULTIMATELY, the program planners hope, "Triple-T" will have an impact on the way teachers are trained at MSU by sharpening the awarenesses and sensitivities of the faculty who conduct the training.

A major premise of the project is that teacher preparation is not solely the responsibility of the College of Education.

"Many faculty don't realize they are teacher trainers," William B. Hawley,

associate dean of education and project director, said "Thirty-five percent of MSU's graduates are prepared as teachers."

J. Bruce Burke, associate professor of education and director of the Humanities Teaching Institute, reported that nearly 85 percent of the coursework for an average secondary teacher graduate takes place outside the College of Education.

"Triple-T" involves faculty in the four colleges—arts and letters, natural science, social science and education—that produce the bulk of MSU's certified secondary teachers.

Deans from those colleges and from the University College are members of an advisory board for the program.

* * *

ONE PARTICIPANT, Professor of English Joseph J. Waldmeir, spent last fall at Eastern High School and came away emphasizing not what he had taught, but what he had learned:

"Many teachers at Eastern felt that their methods courses had been too abstract, too theoretical to prepare them adequately in their subject matter area. And many of them would have appreciated some sort of pre-practice teaching in a classroom—not merely as visitors, but in some participating capacity."

The Department of English is now starting a program to help meet both those needs, Waldmeir said.

Waldmeir said he found a number of contrasts between the high school classroom and the MSU classroom, but he was most struck by the differences in student-teacher relationships.

"It's much more personal in the high school," he said. "College teachers tend to stand more aloof from their students."

* * *

ON THE LAST DAY of his teaching stint in a 10th-grade American literature class at Eastern High, Waldmeir was presented a poem composed by members of the class. Its final stanza reads:

We're sad to see you go so soon,
We'll miss your smiling face each noon;
But feel free to come back again,
For Dr. Waldmeir, you're our friend.

Another participant, Roger Hoopingarner, associate professor of entomology, said that the public schools present unique kinds of frustrations.

"In college, you can rely on a certain amount of experience on the part of the students. But in high school and junior

high, you have to provide this experience, and the limitations of laboratory equipment make this especially difficult in science."

He said that the University could well afford to spend more time providing future science teachers with a better grasp of the principles involved in directing laboratory experiments.

* * *

JUSTIN KESTENBAUM, associate professor of history and a former high school teacher, has just begun his program participation at Eastern High.

He says he's "very optimistic" about the project, especially its emphasis on the need "to learn the art of helping young people who don't have very much going for them."

Kestenbaum plans to experiment with new approaches in teaching history and at the same time open up new avenues of communication between higher and secondary education.

"Triple-T" consists of three clinic teams, in humanities, social science and natural science. Each team includes professors, local teachers, community consultants, doctoral students and an education professor or behavioral scientist.

The teams are headquartered in the Eastern High-Pattengill Junior High complex.

* * *

EACH FACULTY participant receives a fellowship equal to his full salary and fringe benefits. Up to \$300 a month is exempt from a participant's federal income tax.

Further information is available from Bruce Burke (355-1903), William Hawley (355-1737), Daniel Jacobson, director of the Social Science Teaching Institute (355-2367), or Julian Brandou, director of the Science and Mathematics Teaching Center (355-1725).

Other faculty participants include:

Humanities team—Virgil J. Scott, professor of English, and Clinton C. Burhans, associate professor of English.

Social science team—Abner Baker, assistant professor, history and James Madison College; Sam Reuschlein, associate professor, health, physical education and recreation; and Stanley Wronski, professor, secondary education and curriculum.

Natural science team—Sherwood Haynes, professor, physics; N. Jean Enochs, assistant professor, Science and Mathematics Teaching Center; and Don Freeman, assistant professor, teacher education.

MSU Faculty News

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Editorial Office: 296-G Hannah Administration Building, Michigan State University, East Lansing 48823, Phone 355-2285.

Published weekly during the academic year by the Department of Information Services.

Second-class postage paid at East Lansing, Mich. 48823.

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MSU Faculty News, Jan. 27, 1970



Faculty in the high school: J. Bruce Burke lectures, while Justin Kestenbaum (left) and Virgil Scott observe.
Photo by Bob Brown

Eastern teachers, MSU professors go back to school

Eastern High School teachers and MSU professors are going back to school this semester in a unique program jointly sponsored by the Lansing School District and MSU.

Training Teachers of Teachers (TTT), a project designed to acquaint MSU education professors with the problems their students will face as they begin working in the inner city, is being conducted at Eastern this semester.

Inner city residents and resource people out of the community which sends its children to Eastern are utilized in the in-service training project. Their goal is to bring a bit of realism and relevance to the college classroom.

The TTT project reflects the concern felt by federal government, the University, and the school district for developing a relevant curriculum which will equip professors to train adequate teachers.

"Teacher training is not the total responsibility of schools of education," said Mrs. Dorothy Lee, one of the community people involved in the project. "Cooperation between the University, local school district and the community which the schools serve is necessary."

Teachers from Eastern and Pattengill Jr. High are taking part in the Lansing TTT project. The

teachers are relieved of their classroom responsibilities and serve as coordinators of the project.

There are three teams: Humanities, Social Science and Science, and each team consists of a teacher coordinator, a person from the community, and several MSU professors and graduate-students. The teams take part in classroom activities, observe activities and instruction.

They also take part in group activities with various resource persons consulting with them during the day. More than 60 per cent of the teaching staff at Eastern and Pattengill have volunteered to work in the project.

Through the use of the "school clinic" concept the project hopes to make the educators of future teachers more aware. The project provides a clinical experience as a means of training university professors and of communicating, interacting, and sharing the efforts and thinking of academic scholars, school personnel and community representatives in relation to the problems which concern them.

Watch for pictures of the AKA's African Ball in Next Week's Issue of the Westside News.

TTT REPORTER

Lansing School District

Michigan State University

Vol. 1, No. 1

The TTT Project

November 1969

ARE TEACHERS PREPARED TO TEACH?

How often have you heard criticisms voiced about current teacher preparation programs? Are they "unrealistic" and "irrelevant?" Do they adequately prepare a prospective teacher for the type of situations he will face in the urban school of today?

The TTT Project reflects the concern felt by federal government, the universities, and the public schools in regard to criticism leveled at teacher education. As a high priority item of the U.S. Office of Education, the TTT Project is an attempt to bring some fundamental changes to the programs for the training of trainers of teachers of teachers. Nationwide in scope, TTT has 57 projects presently in operation. Though varied in approach, each project is essentially a program for the in-service development of teacher trainers. Each is based on the premise that teacher training is not the total responsibility of schools of education, but that cooperation between them, the total university, and local school districts is needed.

The Michigan State University/Lansing School District Project is based at Eastern High School and Pattengill Junior High School. Serving a multi-racial student body in an inner-city setting, the two schools offer an opportunity for meaningful involvement of the "school clinic" composed of senior MSU professors, graduate interns, Lansing School District teachers, and representatives of the various school community population groups. Three "teams", Humanities, Social Science, and Science, are observing, participating in classroom activities and instruction, and cooperatively working at solving some of the problems facing the public school teachers. The teams are headed by Dr. Bruce Burke (Humanities Teaching Institute), Dr. Julian R. Brandou

(Science-Math Teaching Center), and Dr. Dan Jacobson (Social Science Teaching Institute). Over sixty percent of the teaching staff at the Eastern/Pattengill complex have volunteered to work with their university equivalents.

Through the use of the "school clinic" vehicle, the Project hopes to make some progress toward achieving three goals: first, the creation of a new pattern of intern experience as an integral part of the graduate education for teacher educators; second, providing a clinical experience as a means of training university professors; and third, communicating, interacting, and sharing the efforts and thinking of academic scholars, professors of education, public school personnel, and community representatives in relation to the problems which concern both the university and the schools.

THE ROLE OF THE COMMUNITY IN EDUCATION

One of the many needs in the present system of public education is that of coming more into tune with the desires and goals of the whole community. As neighborhoods change, the student body of schools change. Too often the school itself, and its curriculum, lags behind in adapting to the particular needs of its clientele.

A goal of the TTT Project is to provide a structure for involving both the schools and the university with various community groups in order to bring greater relevancy to the teacher-training programs and the performances of teachers in their classrooms.

Mrs. Dorothy Lee, Mrs. Lola Morgan, and Mrs. Elvira Rivera, as members of the three respective clinic teams, represent the three major ethnic groups in Eastern and Pattengill. All former Family Helpers, they were responsible for home visitations referred by local school officials, the probate court, and religious groups. Their experiences provide the TTT Project with valuable individual and group contacts in the Eastern-Pattengill service

area. As a result, they have a major portion of the responsibility for devising plans for sampling community opinion and involving the community in a more meaningful way in their schools.

WHAT'S HAPPENING IN TTT?

On September 25, 1969, an extensive orientation program for all TTT clinic team personnel began. It focused on the community which Eastern High School and Pattengill Junior High School serve. Bus tours of Lansing and of the two school service areas showed the diversity of background representative in the student bodies. An opportunity was made available for participation in a day on the job with the Family Helpers, visiting the homes of the underprivileged, or with the Head Start program.

After meeting with Principals Don Johnson (Eastern) and Gary Fisher (Pattengill), the clinic members met with members of the administration of the Lansing School District. Dr. Dave Schuler (Director of Curriculum), Maurice Marshall (Ass't. for Information Services), William Webb (Director of Pupil Personnel), Ken Mead (Consultant in Child Accounting), C. James Kernen (Director of Continuing Education), and Marcus Burkholder (Personnel Consultant) presented information on the internal policies and operations of the school district. The clinic staff also visited the Marvin E. Beekman Center for Trainable Children.

The University members of the school clinic first met the Lansing School teacher volunteers on October 2. The film High School was made available to all to attend and provided a common experience for discussion at a cider and doughnut session which followed. Organized by the project director, William B. Hawley, and the associate director, Joseph T. Vellanti, this meeting and others served to make opening contacts for classroom participation by the graduate and professorial fellows, and to discuss the roles and style of operation of the clinic teams in the English, Science, and Social Science departments.

Clinic team members from MSU began classroom observation and teaching in early

October. Team and individual projects have been chosen as a result of discussions with Eastern/Pattengill teachers and students. Representatives have attended sessions of the curriculum steering committees manned by teacher volunteers to learn about priority concerns. District area curriculum consultants have been included as clinic team members to aid in development of solutions to problems and organization of projects.

CLUSTER CONFERENCE - CHALLENGES & QUESTIONS

"Teacher Training: Whose Responsibility?" was the topic of the Midwest TTT Cluster Conference convened by Chairman Dr. William Hazard in Minneapolis, November 5th through 7th. About 100 University professors, school administrators, teachers, graduate fellows and community representatives heard members of the U.S. Office of Education stress the "high priority" rating held by the TTT Project. Dr. Mary Jane Smalley (USOE) and Dr. Nathan Jacobson (Leadership Training Institute) discussed upcoming on-site inspection tours, as well as the background of the project.

The conference participants were challenged by the talks by Dr. Calvert H. Smith (Ass't. Prof., Northeastern Illinois State College Center for Inner City Studies) who isolated "cultural arrogance" as a major cause for the ineffectiveness of inner-city teachers. Mr. Dillion Platero (Director, Rough Rock Demonstration School, Rough Rock, Arizona) presented the Navaho view of "community control" of schools. Joseph T. Vellanti (Assoc. Director, MSU TTT Project) spoke forcefully on "The Role of the School in Teacher Training." The role of "The Liberal Arts in TTT Programs" was discussed by Dr. Warren Strandberg (Program Coordinator, University of North Dakota).

A report of the "Community Representatives" presented a slate of suggested changes for the project. Highest priority was placed on gaining true parity and more opportunities for participation of the community served by the schools on project policy making boards.

EDITORIAL ADVISORY BOARD

Michael Asumaa	Dorothy Lee
Henry Bosch	Lola Morgan
Marilyn Davis	Elvira Rivera
Dirk Horton	Joseph T. Vellanti

TTT REPORTER

Lansing School District

Vol. 1, No. 2

The TTT Project

Michigan State University

January 1970

"School Clinic"

Eastern High School and Pattengill Junior High School are the sites this year of a new "department" - the TTT Project "School Clinic", staffed by personnel from Michigan State University, the Lansing School District, and the community served by the two schools. The role of the school clinic is analogous to that of the hospital or the medical clinic. As the staff of a teaching hospital is concerned with the health of its patients and the training of interns, so the school clinic staff focuses on improving the education of each type of learner it serves and the creation of an internship experience for its university members.

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How, in fact, do the three "teams" in the clinic - Humanities, Science, Social Science - operate? After a period of on-site participation and observation, a team may isolate as a problem the relevancy of a particular course's content to junior high school students. The team might then conduct surveys of the community, school staff, and students in order to determine actual course needs and problems in teaching it. The matter would be brought to the attention of the Operations and Advisory Boards, on which community, school and university representatives sit, for review and possible approval. With action approved, the team would conduct seminars. Plans of attack

and evaluation devices would be determined initially, and evaluation of the problem solving process would be carried on continuously in the seminar. A pilot course with newly developed material or structure may be taught by members of the team or by school staff members. Surveys might once again be conducted to determine if the solutions had been successful in solving the problem - that is, if the course has now become more relevant to the needs of the community and the students. In the process, valuable experiences will have been gained by the university members on the team, which may be fed back into their departments and courses.

Throughout all stages of its operations, the school clinic and its three teams work in close conjunction with the school administration, the teaching staffs, and subject matter coordinators. Community consultants on the teams and representatives from the community on the Advisory Board keep the dimensions of success of any educational enterprise, in the forefront of thought and activity.

Parity - Project Principle

"Parity: the quality or state of being equal or equivalent." This term expresses a major principle of the entire TTT Project. It is also the source of one of its major hangups. It is because of parity that "community involvement" has become a term spoken of so often, in many contexts, by TTT staff members.

From the inception of the MSU/LSD project, representative groups concerned with teacher education from within the university and academic colleges have worked jointly with College of Education personnel. School district personnel (teacher-coordinators, consultants, and administrators) have been involved from the initial planning stages on. The community has been represented by a Consultant on each clinic team, and on the

Operations and Advisory Boards.

The concept of parity that the MSU/LSD project is based upon is that of equally shared responsibility in making decisions on personnel questions, policy and formal programs, and equality in status of various personnel on planning committees, the clinic teams, the Operations Board, and most importantly, the Advisory Board.

Presently, the policy-making Advisory Board is composed of the Deans of the colleges of Arts and Letters, Natural Science, Social Science, and of University College. Representing the Lansing School District are Robert Lott (Director of Secondary Education), Robert Chamberlain (Asst. Supt. of Instruction) and Stephen Partington (Superintendent). Six teachers have been elected by participating Eastern and Pattengill staff members to represent them. They are Hugh Spagnuolo and Leah Graham (English), Letha Collins and Earl Granzow (Social Studies), and Bud Howard and Henry Adamski (Science). Clifford Worden, Executive Director of the Lansing Schools Education Association, represents the local teacher organization.

The community served by Eastern and Pattengill now has eight representatives on the Advisory Board. The three clinic Community Consultants, through a series of meetings and interviews with interested groups and individual volunteers, selected Arnie Martinez, Floyd Skinner, Arturo Gonzalez, Carol Prince, Richard Locke, Martha Scott, George Turner and Richard Thompson to serve on the board.

TTT is a program in which all groups involved in the teacher preparation process have been brought together. Too often in the past educators have made decisions without consulting the people most affected by the programs and policies undertaken. It is hoped that the steps taken towards the achievement of "parity" and "community involvement" by TTT will aid in making some realistic and vital changes in teacher training and the public schools.

Feedback to M.S.U.

One of the major undertakings of the LSD/

MSU TTT Project is that of creating a feedback system to the university. This is vital if the clinical experience is to have any major effect on the teaching of teacher trainers. Thus far, feedback has generally been of an informal nature. Professors and graduate fellows, through conversations and reports, have related their experiences to their colleagues and departments.

Through serving on the TTT Advisory Board, Dean Ivey (Education), Dean Carlin (University College), Dean Sullivan (Arts and Letters), Dean Winder (Social Science), and Dean Byerrum (Natural Science) are kept informed of all activities of the clinic teams. The representatives from the community serving on the Advisory Board provide a different type of feedback. The aspirations these parents have for their children are as vital to the success of the Project as the information gathered by the clinic team participants in the schools.

More systematic approaches are presently being devised. For example, the Social Science team is to work with Methods in Teaching Social Studies (327) instructors and students during the winter and spring terms. Undergraduates will be provided an opportunity to test "their methods" and the relevancy of course content in a secondary classroom situation prior to their student teaching experience. The Humanities and Science teams are working out similar approaches. While some of these efforts are not directed specifically at the "target population" at the university, they are first attempts at tackling a crucial task. Only through the gathering of data from each of the components concerned with teacher preparation, the schools, the university, and the community, and a channeling of it to the proper agents can the type of institutional changes sought by TTT be achieved.

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TTT REPORTER

THE TTT PROJECT: TRAINERS OF TEACHERS OF TEACHERS

LANSING SCHOOL DISTRICT
Vol. 1, No. 3

LANSING, MICHIGAN

MICHIGAN STATE UNIVERSITY
JUNE 1970

TTT WORKSHOP MAKES PLANS FOR A SECOND YEAR OF OPERATION

In order to evaluate the efforts of the first year of the TTT Project at Eastern and Pattengill, a workshop, which included 30 teachers from the two schools was held on April 6 and 7. Meeting at the MEA Conference Center at St. Mary's Lake near Battle Creek, the TTT staff analyzed suggestions for continuation and improvement.

Keynote speaker, Dr. Dan Bernd (Professor of English at San Fernando Valley State College) discussed the history of the TTT project in setting the

stage for the conference.

Among the suggestions made were recommendations that a workshop similar to that of April 6-7 be held next fall to acquaint TTT staff with teachers and to discuss the year's goals, a budget for the provision of substitutes for LSD teachers working with MSU and community members of TTT, a greater number of individual contacts between school and university personnel, and bi-weekly coffee sessions to improve feedback and communications.

ACTIVITIES NECESSITATE ADDITION TO COMMUNITY CONSULTANT STAFF

The newest member of the TTT staff is Manuel Estrada. He joins Mrs. Dorothy Lee, Mrs. Elvira Rivera, and Mrs. Lola Morgan in developing and coordinating the community relations component of the TTT Project. A Vietnam veteran and graduate of Pattengill J.H.S. and Eastern H.S., Mr. Estrada has experience working in Lansing's Mexican-American community through the Cristo Rey Center. He is presently attending Lansing Community College.

During the past year, the Community Consultants have kept the project staff members aware of "what is happening" in the two schools and the surrounding community. Over thirty associations and groups, plus countless individuals, have been contacted in this activity. Home visitations have been made periodically with professors and student teachers. Besides being "informative" and "interesting", the community involvement aspect of TTT is vital for its success. Greater involvement in this segment of the Project is highly desired of all school and University staff members. The four consultants have most recently been involved in polling secondary student attitudes for the Lansing School District.

CLINICAL APPROACH TO SCIENCE USED AT PATTENGILL

The Science Clinic Team members have been regularly involved in teaching two classes at Pattengill. Sherwood Haynes, a past chairman of the MSU Physics Department, has been working in a 9th grade Physical Science class during the fall and spring terms. He has developed a new Physics course to be offered this summer. The course is designed for Physics teachers who have had terminal introductory Physics to prepare them for advanced Physics.

All other members of the team have developed a 7th grade life science units and have tested them in a class that the team has been responsible for teaching since December. Members of the team include two biologists, Roger Hoopingarner and Jean

Enochs, an educational psychologist, Don Freeman, and two doctoral candidates, Dave Johnson (Conservation Education) and Dirk Horton (Physics and Astronomy). Mrs. Lola Morgan serves as the teams Community Consultant. The Science Team is coordinated by Mike Knauff, a Pattengill teacher.

The team is developing materials to be used by local teachers to encourage student classroom participation. Plans are being developed to convert a school courtyard into a natural study area. Many of the team's activities have been recorded on tape and time-lapse film. These records have been used to evaluate techniques and progress. It is intended that excerpts of the recordings will be used in classes at MSU to illustrate science teaching techniques.

ACTIVISTS IN SOCIAL SCIENCE

In the past year of activities the Social Science Clinic Team has re-learned the realities of urban secondary education. Feedback to MSU's relevant departments has been channeled through Dan Jacobson (Social Science Teaching Institute) and the team's professorial fellows who have worked in both senior and junior high school classes.

Team members have observed and participated in U.S. History (grades 9 and 10) and Economics (grades 12). Abner Baker (James Madison College) has been in classes with Joyce McGraw and Albertha Panhorst at Pattengill observing students and their learning differences and attitudes.

Stanley Wronski (Education) has worked with Jack DeFord in a project to introduce a more consumer oriented approach in 12th grade Economics. They have also worked with a unit on "hypothesis testing."

A team-teaching approach to sophomore U.S. History was instituted by Justin Kestenbaum (Department of History) and Mike Asumaa (Team Coordinator) during the winter term. Presently, five undergraduates enrolled in Dr. Kestenbaum's Methods of Teaching History course are undertaking a pilot project in "methods" by teaching and participating daily in a U.S. History II class.

Following each class session a "de-briefing" and critique is held to evaluate the day's experiences. Dr. Kestenbaum and Don Freeman (Education) provide the insights and guidance of an historian and an educational

psychologist for these pre-student teachers.

Sam Reuschlein has been teaching in three sections of Boy's Physical Education at Eastern, surveying the possibilities for including a "lifetime sports concept: in the curriculum.

Individual projects have been carried out by the team's graduate fellows. Richard Newton taught a section of ten MSU undergraduates enrolled in Methods of Teaching Social Studies at the TTT Project site. Dr. Newton has also aided in the development and field testing of the Lansing Social Studies assessment examination. Jack Henderson has taught World Geography at Eastern, and has worked out a unit on Environmental Quality for junior and senior high.

On the team level, an innovative 12 week pilot program in 10th grade "American Studies" was begun. Ten students qualified, by taking a comprehensive examination over 20th century U.S. History, to leave their regular sections of U.S. History to participate in the program which offers greater opportunities for in-depth and independent studies.

Another feature of this class is the student designed curriculum, with each team member serving as a resource person in one or more student interest areas.

The concerns of the community are very important considerations in evaluating existing courses and proposing new ones. Mrs. Dorothy Lee, the team's Community Consultant, has provided feedback which indicates the direction the "beneficiaries" of the activity at Eastern and Pattengill wish to see taken.

HUMANITIES AND KIDS

How do you learn how kids learn? Go to the place where it all happens - the classroom. Members of the Humanities Clinic Team have followed this advice to the letter.

Virgil Scott (English), who will return to the project next year, concentrated his efforts in helping students to write creatively. He was also involved with the problems of non-reading students in modified and general English classes at Eastern.

Editor of the Easterner? To show their admiration for her talents, Mrs. Leslie Smith, graduate fellow, was elected editor of the Eastern school newspaper by the students in the Journalism class in which she was working.

Bruce Burke (Humanities Teaching Institute) and Lou Golob, graduate fellow, have acted as consultants and resource speakers in music and art for students in Mr. Rudy Johnson's Humanities classes.

At Pattengill Junior High School, Stuart Wilson, graduate fellow, has been team-teaching in English with Mrs. Leah Graham. Clinton Burhans (English), has observed and taught in various levels of English classes at Eastern during the spring term. Also at Pattengill, Mrs. Elvira Rivera, Community Consultant, has been aiding in the Bilingual Spanish classes.

The Team's coordinators, Mrs. Marilyn Davis and Mr. Henry Bosch, have throughout the year made contacts to explain TTT to the staff at Eastern and Pattengill, and to the parents of the students in classes TTT is involved in.

The TTT Project is a COOPERATIVE PROJECT - MICHIGAN STATE UNIVERSITY AND THE LANSING SCHOOL DISTRICT. Funded by the U.S. Office of Education under provisions of the Education Professions Development Act of 1967.